# Summer Break

Dear diary . . .

Life in an 8-12 middle scient lo obout as for away from dull as you can get, and there have been many delicious moments this your, include ing the time our boss got his own back for various wheezes by issulog to us, as next year's programme, e copy of a 50-yeor-old timetable ho found in a cupboard. There were o few stunned looks that day

I cao tell you.

I should say that we have, of course, also been occupied with more serious issues. For one thing we have been thinking quite a lot this year about gifted children. In approse, with other non, I suppose, with other ils, we liava a few children schools, we have a few children schools, we have a few children who, on all the usual syldenca, are very able indeed, showing nowers of insight and creativity which are quite humbling—especially when I remember what I was like at that

remomber what I was like at that age. Whether oc oot we ore doing what we should be for these children Is o continuous worry.

Do we esti them gifted, though? Or ore they to be thought of simply os very elever? One thing that worries me obout making a special coregory, with o lobel, is that it looke suspielously like bringing back selection. My own feeling is that if we are going to use the term. "gifted" at all, then we should reserve it for those who bave on obvious and rore talent. People like not hidlog away waiting to be found; they cossessed something which shone out unmistakebly to those around them.

The others—the ones who do not have this special talent, but who do turn in very high WfSC scores, form part of the normal school form part of the normal school population, and wa must demonstrate our ability in feed and clinicate them. Maybe we are, of times, too content to look with satisfaction at an exercise book which contains no errors, for tills is surely evidence that the child is not being streethed.

teacher jo Price. She is one of many teachers who are realizing thet we cannot integrate out others milorities by painting them white, but that we have to give them consciousness of, and pride in, their own culture. There are many different to be appropriate to be approprie ficulties to be overcome, of course, epart from the obvious prejidice. Just one is that there are not estough West Iodie and Asiao teachers—comething which is rocognized in the Green Popar. Mony



"You are Chalky Cholmondeley, and I claim my free overhead pro-jector transparency . . "

were recruited in the first wave of immigration, and are not being sufficiently supplemented by ocw

entronts.

Many city centre schools oro
working intrd to develop a multiracial ethos. I wonder, though,
whother we who work in so-called
"all white" schools are dolog

2 Does a military hold-

3 No-persons in full dress ? (7, 6).

5 Exhibits of an un-

6 Does he cook for the brethren? (5).

7 Five tra regular ones (6).

(4, 4, 5).

up at gun point to-

The second came from an infant bead who has run across the difficulty of abarching meat substitute but religious laws abaut meat eating. Theoretically, there seems no reason why her Hindu children should not eat soyahean "heef stew" for school dimer. So for, however, the reaction has steadfostly been. "We cannot eat heef however, the reaction has stead-fostly been, "We cannot eat beef oven when it is not beef". How do

#### Old. old boys

In July, too, I went os usual tu the anouel remuien at my own old college, St. Peter's in Birmingham, known to ell old students simply as "Salrley" from the district in which it stands. It is always an endearing affair, not least because the pattern mover changes. The sentimentalist in me ralishes such momenta as the one whee the oldest mambers present are introduced. Last year one chap stood up, bright eyed and straight and begon with the words, "I retired from teoching in 1948..." The rest of what he had to say was drowned in applause. Survival, presumably, la the most ravered ettribute of all.

St Peter's, of course, is due to close. It is a Church of England college which has traiged teachers for 125 years. By this time naxt year it will be an empty shell in the hands of the outloneers. One little-realized aspect of the college closures is the way that the Church In July, too, I went os usual tu

recial schools are dolow recommendations of all several services and less than an host to carry out in sections of all several services and less than a host to carry out in some areas there have been preciets involving the exchange of work of close. It is a Church of Ringland and less than a host to carry out in some areas there have been preciets involving the exchange of work of close. It is a Church of Ringland and less than a host to carry out in the host of the continuence of the college which has trained exchange of work of the close of the college which has trained exchange of work of the close of the college which has trained the close of the close

the kins, we could have the sort of thiog she meant—stone-faced teachers in gowns, putting across both implicitly and explicitly the Idea thot all fun and games is about to end and a nasty shock odministered. Those particular children went oo their visit in high spirits, keen to see their new school. They came back quiet and despondent, noany of them close to tears.

#### Cane mutiny



wrote to Les Huckfield, our M write to Les Inckfield, our Mr.

His reputation us a slaugh too
situency member is such that I
up the drive with a sockful of coin
much beyond securing on explantion about delays from the deparment concerned.

Then the boss wrote to Prize Charles; this produced a rather pained phone call from the Julie Appeal office, praiesting that the wore resuouslike notifier for cross nor for the absence of tross Still, they errived with two days the term to spare, whether the result of being pursued or hat one of our first years looks one of our first years looks rother doubtfully at his. I have exactly how he folt.

#### Wonder world

One secondary school deed in a o Modo 3 course called "lock Notional end I otarnational State," o title which, you might say, in little risk of balog inaproprise. I was reminded of this when one d my small friends ennounced to be family that his infants class we starting a new project called "his derful Things." In fact he cased rothor a stir at broakfast by saile, "Dad, I've got to take a Wonderful Thing to school today."

As you will heve guessed, its suggastions as to what this might be grow more impractical by he unluste, and the ultimate one—that be should take bis mother—was mikindly recoived. In the end he bore off tha empty shell of his breakfast ogg, which found itself, in dee coursa, gracing the "Wonderful Things Tabla" of his classroom.

Next week's column will be written out hollday in Powerstock, South West Dorset. If I see you in the main stract of Bridport carrying the TES do not be surprised if I accost you. The purpose of this will not be to reward you with a free subscription, but it tap you for printable ansedotes—the eeed uaually get ora either dult or lade.

usually get ora elther dell or inde

uaually get ora either full or lade cent.

Mind you, the ides of a Till Mystory Mon touring the resers in not at all bad. The News Chronicis f think it was, used to have a case like that called Lobby Ludd, she give oway mooey to people the challeuged him. My grandighar, a minar, who alwoys drassi being mistaken for him on the rem as Mark pool in the twonties. "People keep tolling me I em Lobby Ludd", he said the first time, "Who the heed to hell is fobbly Ludd." Who the heed iey of the TES. "You are Chelky Choimondulay, and I claim my free ovarleed projector transparency! With that oxcling thought, I leave you till next week, when is shell hove an interview with Shas Connoughton of the National Typasis Affair.

#### Crossword No 1,097



Actions

Angular artist of 18 Vegetable for enginger third power? [6].

Anthorized birds (6).

To make you an after-dinner drink (5).

Animosity is not good for William's hoskin (7).

To terriotional cities (6).

Naurical training vessel? (11).

To Cheerful outlinesis 1 Picture exhibition 16 Choorful ontituesis 1 Picture oxidiation Cost

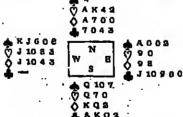
TIMES NEWSPAPERS LIMITED, 1977; Printed and Published by Times Newspapers Limited at New Printed Holles Square, Gray's Int. Road, Leader, William Williams, Printed at the Post Office, Second Case posture and at New York

The failure to honors a but, in necessary by overtaking your partner's trick, is a particularly unpleasant hazard at bridge, sloce few things are as irritating as lovoluntary suicide. But I imagine fow would misplay the following de-

O A 8 7 0 90619 0 A K Q 10 B O

Against 5 diamonds. West leads his led, he has the services for such carelessness. When the king is led, he has the services for such carelessness. When the king is led, he has the services for such carelessness. When the king is led, he has the services the fight high areard. If his partner has the queen is the only outstanding, and the queen is the partner what he plays, is millarly, if South has the partner which has the queen is shout to fall partner which trick, would have been stuck in his would have been stuck in his trick, would have been stuck in his trick would have been stuck in his trick, would have been stuck in his trick would have been stuck in his partner bed begun with the beautiful have been stuck in his partner bed begun with the beautiful have been small when his south's case is should not block the suit. So East throws his 8 under the king and E.W take the first fire tricks. Had East played his 7 of spades at either, he of spades against South's reasonable would have made at either, he second or third trick.

3 NT contract, and East clearly must take the first trick with his aca.



Ha returns tha 9 of spades, and South's 10 loses to the Jack; West shell provide that Rego will elecately throw has 2 of spades on this third trick.

Not all that difficult, perhaps but make a tiny change in the Ex haods and you get quite e different

A 700 . 7043 ♠ Q 10 7

Rest wine with the ace. But this head his knows that his head longer suit, end his 9 min longer suit, end his led his teenth speake. If West has led his form; K. J. 10-6 or K. Q. 10-6, there is from; K. J. 10-6 or K. Q. 10-6, there is nothing to be done; the suit already blocked.

already blocked.

But if he holds any of the many combinations featuring the 8 or the combinations featuring the 8 or the combinations featuring the set is 9. It is eventual small spaid winners unless he keeps tight hold of his 9. So he leads back a small one to the second trick, wins the one to the second trick, wins the fourth trick with the 9 and defeat the contract with his last spade.

John Graham

THE TIMES

# Educational Supplement



One man and his dog . . . and, uppropriately for the summer, educotlon, here in the shape of Dartingtoo Hall. (eding bockground (right).

The picture lo ope of a colleceommis by the Devon cnm - college eum · tweed mill to Illustrate Ilfe tbere.

Moro pictures. pages 11, 12

page 12

3(4)

# DES to close—shock, horror

"What is it, Portescue? I've no time to play guessing games. You know I'm packing up to get away, and you mustn't miss your train to Frinton. Where dld I put my file of hollday fending? What's in that percei?"

Fried hake in batter and 10 pennyworth of chips, ma'am."

"It's very kind of you, I'm sure, Fortescue, but I have had a sandwich at my dosk. . . ." "I'm sarry, ma'am, I om balng obscure. It's the wrapping, not the parcel, which is important. It is just a precaution David Honcka took to. camouflega the transaction when we mat under

the clock at Waterloo station." "Stop a minute, Fortescua (Thank you, the manils file which contains the manuscript of the Prime Minister's autobiography. On the left. The file, not the Prima Minister), What is all

"It's a first draft of the Think Tank raport on the DES, now in our possession." Stop it, Portescue. You sound like The

should say coothing?"

What Think Tank report on the DES? I father they kopt it very confidential, in

order to make sure it got a good press.". the bush. (I'd better have the final version of Taylor in case there is five minutes to spare on the beach.) What does it say?"

Not too encouraging, I'm afroid. They say ould he tested by four criteria; does tontribute to national dafenca, world peaca and lustice, prosperity and growth, or the fulfil-ment of treaty obligations?"

Wall, that's a bit hard, Portescue. (Thank

fou, the press cuttings go in the pocket on the

means taking a few assistants, and the Treaty of Roms which raquires that a Minister of Education should be retained for Jaunts to Brussals. They reckon that stopping educational trips sproug world contribute to world beace and say they have looked in vain for any evidence of a direct link between education and economic though on enterminment."

"Oh dear, Fortescue. To think the Ruskin Speech, the Yellow Book and the Green Papar should have come to this. Where did we go

"I'm afraid we have all been taken by surprise ma'am. This I saw this, I had no idea what that nice young lady sociologist from the North East London Polytochnic who spant half an hour in

"They don't miss a trick, do they? So what's Pilots bailed out

the final recommendation, Fortescua?" "Close down the DES, ma'an—except for a skeleton staff to go to International cooferences and fiii In forms for EEC and UNESCO; take aducation away from the i.a.a.s ond give it hack to the parents; shut down the universities and all that polys except NELP. Give the students Green could now be one way forward. Shiaid stamps as en incentiva to privata study ....

of Nawham North East Labour Party, Answirn.

Bevan by Michael Foot, Michael Root by Afelian Corporal ministration according to the Consumers over there. They can go down to the car when you're ready.) Right, Fortascue. Wa must act, further than the consumer to the consu civil servica unions. Call the British Council and really good job we could offer Sir Keooth Asian aspirations
Berrill, praferably to South East Asia? Any

Berrill, praferably io South East Asia? Any other ideas?"

"Well, ma'am, you could arranga a sarias of regional conferences up and down the country. You could call for consultations with the local authorities and the teachers' associations, the local has found.

Boys and girls of Asian origin alm to get better jobs than white children. Many more intend to go so to some kind of higher education, a study of 16-year-olds in Outer page 6 They say a good education puts people off.

Stilling the army. They can't field any treaty
biligations except the Entente Cordiale which
means ratio.

up a Great Debate. "
"Brilliant, Fortescue. You know the drill.
Get tha Inspectorata to start work on the hackground papers. The usual sort of thing: A survey of 100 Think. Tanks with an impressionistic evaluation of hest and worst practice. Keep i urbane but make sure the Think Tank fits neatly in to the least favoured bracket. ... Have a good time at Frinton, Goodbye."

Wa apologize to readers who were unchile to get a copy of last week's Times Educational Supplament as a result of unofficial action by National Grophical Association machine minders employed on The Times Supplements. The unofficial oction also prevented ony copies of The Times Higher Education Supplement from heing printed, Some Items from last week's TES are reprinted in this issue.

Piano lab

#### Jobless teachers Community spirit

Taschar unemployment is at a much Rachael Evans looks at community London Polytochnic who spant half an hour in the Dapartment lost Fobruary was up to."

"You saw her, Fortescua?"

"Yes, ma'am. I found her in the contaen. Gave her a drink. Though whon she asked for a second gin and tooic I said she'd had enough. I thought sha was a student damonstrator. And there she was, all the time thinking the uethink. work publications in England end argues for a multidisciplinary approach.

# The Guildhell School of Music and Drama is boldlog a plane workshop to letroduca plane teachers to group tultion using a plane laboratory, page 16

Gorald Haigh talks to the author of a play obout the William Tyndals School affair to be performed at the Nationol Theatre page 48

paga 4

News in brief

A round-up of last week's news page 7 index

Leoders, 21 School to Work, 41 foreign nows, 81 Letters, 91 features, Dertington Hall, further 16; Books, "The Book-up of Britoin" reviewed by Geoffrey Smith, education, literature, children's literature, 13-15; Talkback, field work storias, adult oducation, 17; Exira, English es a Foreign Language, 21-28; Arts Reviews, literary fellowships, music and education, cinema, music, 46, 47; Summer Diary, crossword, mathateasars, 48.

L'yndale revisited

English as a Foreign

Classified ad

Extra:

Language

No comment

"[Matthew Arnold] was an extrema passimist and it is believed he acquired this from his many years as an inspector of schools."—
from an A-level English Literature candidate's paper.

150

# Stand up, the next genius

I am clover, you are talented, he is glited, she is a geoius. Wo are geneticully superior, you are environmentally disadvantaged, and they are just looligans.

Most discussion of "giftedness" and schooling is riddied with semantic coofusions, political nuences, and deep-rooted bollefs about people and society. Hor Majesty'e Inspectors have done their best (page 7) to Ignore tha amotional charges around tha subject, to disfine their terms, and to find out teachers' attitudes to this ton 2 per cent of children on silvrund ubility (os measured by IQ tests) and children with special insusted in middle schools and comprehensives.

Their ronort certainly provides some cummunition for the gifted some comprehensives.

Their ronort certainly provides some cummunition for the gifted soby, but it is o belanced study which shows that there is no single organizational motion of meeting the needs of tick gifted. The limits provide no quantitative deta. But lite impressions they recoived were sessuant of their porty illscouraging. It seeme their in namy schools toechers assume that many schools toechers assume that many schools toechers assume that there is no single organization will fend for thomselves.

Properly organized mixed ability of the gifted. The many schools of their seeme the many schools toechers assume that many schools are allowed to the protty illscouraging. It seeme that many schools toechers assume that man

and need no special provision.

There is no way of ghissing over
this report. It would be nalve to
think that hientifying and developing talents in children is an easy
job. But many schools do not seem
to have thought about the problem

where this is the case there is no need to tangle with publical ond semuntic difficulties. Certeinly you can argue about the proportion of special resources—built teeching time ond squipment—that should go to any particular group of children. You can argus about definitious—and the iterrid word "gifted" (an Americon emphemism?) does not holp.

But it would be extraordinarily perverse to maintain that very able

Properly organized mixed ability In the recent exchange of letters touching epparently can work well between Mr Callaghan and Mr for the "gifted". So do quito different schemes which involve an there was a reference to teacher

element of withdrawal from ordi-nary classes. Sumo authorities arrange suriclment impramates and activities. Some children go to neighbouring schools or collsges, with speciol teaching strengths, for

More jobs for

term ways of reducing It.

It is not yet clear how for this

neighbouring schools or cellsges, with special teaching strengths, for some courses.

The important thing is not what strategies different schools adopt—but that every school sbould be required to have a policy. This should be a matter for urgeat attention in those local authorities which have so far done nothing. And when so many ore busy devising systemetic scresolng procedures and record systems, it should not be too difficult to design those procedures to spot, and follow up, success es well as failure.

But those who hanker after the good hid days can take no comfort of from this report. The HMfs dution five the lt is perfectly possible to cater for "giftedasas" in a comprehensive system, and reject the idea of segregation. They make it convincingly clear that no orgenizational system ascessrily meets the needs of exceptional children.

This leadsr appeared last week and is reprinted hera because of the Green Poper, attention intentiona, but since the opinion, but since the opinion and the token on the actention intention, but since the opinion and the token on the actention in the race of the Green Poper, attention las been directed to ways in which nor eprobationers night he taken on than authorities might niherwise employ, if they could somehow be financed out of money set uside for job creation.

This is an area of policy making strawn with formidable trade union obstacles, but it looks as if the NUT is less adamantly opposed week the form this report. The HMfs dution of the from this report. The HMfs dution of the issue of the form they could asse and record week and form proposal as better than arcting, but he juinted out, also, the difficulties which under the proposal as the convincingly clear that no orgenizations.

A clear indication of DES thinking can be gleaned from peregraphs for 20 of title Green Peper.

The reduction in the rate of new teochers should a needs to out a suppression of the issue of the form of the issue

completion of training should be on interim one, and that the achievement of full status, as a passport to a teaching cateer, should await the sutisfactory completion of probation. The teacher's parmanent oppolment might elso be deferred until that thue, his probationery structure, his probationery structure, the probation of separate contract reflecting his interim status end lightened responsibilities.

A careful reading of these linely chiselled words suggests longertem objectives than the immediate desire to offer more jobs to young men and women coming out of callege, but it could be that the present circumstances offar peculiary favourable circumstances lo which to secure a shift in the community basis of the teacher's first smooth mant. Given this, the Covernment might cheerfully help l.e.a.s to the oil—say—10 per cent mots young teachers than demographic treads would otherwise justify; thus, at oute and the same time, taking some teochers out of the dole queue and enabling l.e.s.s to pick their permanent staff with better information ebout practical teaching skills.

for probationers.)

A cloar ladication of DES thinking can be gleaned from peregraphs 6 to 20 of the Green Peper.

The reduction in the rate of recruitment of new teechers should . . eneble a closer wetch to be kept on the progress of new teachers (for longer then just the first yeer, if necessary), and a higher stendard of practical competeace to be required for the passing of probation than wes fensible during the yeers of severa teacher shortinge. It would be consistent with this opproach that the status awarded on successful

Putting jobless teachers to work by Geoffrey Ford and Joan Hick

# How to break out of great training trap

The Government conflued the Men-power Secretary opening Respite and land Committee (Young Respite and Wife, May 1877) to the shiphyment and training difficulties of young people in the 16-19 age group.

people in the 16-19 age group.

Unemployed student teachers are often caught in an erguably more insidious vocational trap from which it is very difficult indeed to plan escape routes, and which can moke their plight even; more desperate than meny school leavees. The stuntion has highlighted a growing different facing large numbers of other students who compicte their studies only to discover they have chosen a subject, vocational or general, which has limited immotiliate employment value.

The result is often lengthy uncomployment, or both. How great is the teacher unemployment problem? A curvey completed by the Standing Conference of University Appointments Services in November 1976 of postgroduate teachers letwing 22 universities and 14 polytechnics showed 17.3 per cent of statents still seeking teaching pasts compared with 8.3 per cent in November 1975.

embor 1975.

A recent survey of college of education graduates showed 22.7 por cent without teaching posts; college studows are more likely to be qualified in primary work which has proved a more difficult field for first employment. Individual surveys of Cettled studonts have shown up to 50 per cent from some collegies without posts after the start of the shuman term.

minematics, nowever, here and crist stilletts encountering fittle difficulty in finding work. Fullow-up surveys we have encountered in Legas condition these trends, with unsamployment problems concentrated on Certifd students, primary textifiers; and "overload" subjects, extending general arts.

Precent trends threaten en even bleaker year in 1977, and not supprisingly the vast majority of this year's students at our local codeges and insistance of education light requested vocational guidence interviews. Five typical cases thus trate common dilemmas. The names are fictitious.

Kovir wishes to use the BEd lu

Koylıt wishes to use kle BEd lu the same way as a non-vocational degree end apply for employment outside teaching. He is interested in injustrial and commercial



works the flack shore shows a quality pations in alses such as hold and strong strained to public spending cuts, warehouse work on the significations probably a particular work of a public spending cuts, warehouse work insufficient to gray annee plane of him one major MSC, project well insufficient to gray annee plane of him one major MSC, project well trained place in the face off, and the to unemployed reachest Many strong graduate competition. He suriorities have designed, schemes is most unlikely to obtion as a unification post of the trained place in the face off, and the to membrate the community development, and leavestonory award from his unificons and community development, and leaves for training to the mandatory in a distance adventuge, when puply these student seathers (and other the mandatory in a distance adventuge, when puply the seathing posts, or leaves of the readerpid to surface the training posts, or cannot get teaching posts, and many more such get teaching posts, or cannot get teaching pos

Meat men face. bioles in Manchester are in estable distribution of the artificial meet in small shing chopped because it meet is bought by school kit. The fortified edible vegetable prosent in main distress meet is bought by school kit. The fortified edible vegetable prosent in main distress means the but it is put into 10 per cect all main distress means the but it is put into 10 per cect all main distress means the but it is put into 10 per cect all mean distress means the but it is put into 10 per cect all means are there are the protein for the kitchens, the regardle protein was introduced in from \$423 to 165 a week. About the restrict less meet comes under an important compers of the butchers' bonuses if not, what size of tenchlag groups should local authorities ow aim to?

The restrict less meet comes under implementations which it is class comes under important of the butchers' bonuses if not, what size of tenchlag groups should local authorities ow aim to?

The fortified edible vegetable prosent in the same degree of well documented, thorough obstacting the protein was introduced in the same degree of well documented, thorough obstacting the same sensition and the same degree of well documented, thorough obstacting the same sensition and the same degree of well documented, thorough obstacting the same sensition and the same degree of well documented, thorough obstacting the same sensition and the same degree of well documented, thorough obstacting the same sensition and the same degree of well well and the countries of the

# £4m bait fails to land new recruits

THE TIMES ERUCATIONAL SUPPLEMENT 128 22

folly one sixth of the places have here taken up in the Government's fam scheene to recruit mere teachers in shortage subjects.

The plan, which was encounced in April's Budget, was to pay special grants to 1,200 metura graduates and others suitably qualified to train or retrein as teachers of maths, physical science of sechnology.

It was hoped that the special tax-five maiotenance ollowance of f45 a oresk plus geogrous depondants allowances would attract sciencists and others out of industry and commerce. But the Department of Education and Science revealed this week that so far only 200 of these grants have been awarded.

Though most of the courses nro due to start next month, there is still time fur some improvement in this figure. It will have taken many opplicants some time to secure college places and make their opplications for the spicial grants through their facel education unthorities, Fresh opplications are currently mriving at the local contract adaption with the facel education nuthorities, Fresh opplications are currently mriving at the local contract adaption of 15-21t a day.

It does not seem likely, bowever, that the Government's target of 1,200 extra teachers will be met, however. Since distails of the scheme were automined in May, the DES has received obout 9,000 inquiries for further details.

What's this ? Not reol meat for dinner again !"

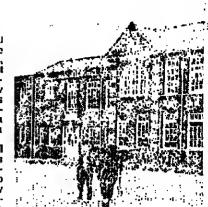
# Minister backs boarders

Surrey Cunnty Conneil's Inording school at Ottershaw has been given a stay of execution followlog the Intervention of Mrs Williams, the Education Secretary.

The authority was to have closed the school for 220 hoys by 1979 as part of cuts in education spending, ominly because the building, which was not purpose built and is very expensive to run, is in need of considerable repair and maderalization. Mrs Williams has responded to a campaign organized by parents of Ottershaw boys and asked the council to reconsider the decision to close it.

The chool costs Surrey £300,000 a year to run but, because some parents contribute towards the fees, the saving would only be £170,000 if it were closed doubt have attending Ottershaw are selected in a similar way as small number are admitted on grounds of social need.

Mrs Williams has new suggested that Surrey should examine this possibility of changing the school to provide for alout 360 boys, mainly niged 12 to 16, who would be odmitted regardless of their whility.



# School costs

# Eight quit over new head

And the control of th

tape or cassette, end last about 30 minutes. These passages and a check list of the enewers are contained in the Teacher's Bnoklet,

The Assistant Masters Association criticized the Department of Education this week for failing to give proclea criterie fur doaling with the problems of a failing school populotion.

Mrs Shirley Williams, the Education Secretary, le taken to take for not producing detailed gavice and guidance to focal authorities.

The association's journal eavs Mrs Thatcher, when she was Education Secretary, Issued a major detailed and carefully argued document—the White Peper, A Pramework for Expansion—and that a "logical and sensible retrenchment can hardly be planned without the same degree."

The association's failing to give authorities, confronted with e falling authorities.

The association's formal device and all received and desirable improvement in both staffing levels and the cereful aud desi

INSPECTION COPIES ON APPROVAL

Please send me inspection copies of the following as soon. as they become available:

Pupil's Book Teacher's Booklet

Name School/College address

Hodder & Stoughton

Dept. E1248K, P.O. Box 702, Mill Road,
Dunton Green, Sevenoaks, Kent, TN13 2YD



# Pupils call for ban on caning

by Mark Vaughan

The National Union of School Students, who describe themselves os the "consumers" of enrogal punishment to bring in legislation which would outlaw the gractice in all schools.

In their evidence to Mrs Williams, the Educution Secretory, who has started a "mini-dobote" on the subject, the NUSS say there is willite doubt" that most corporal punishment is not recarded.

"We have shown that corporal punishment is not recarded.

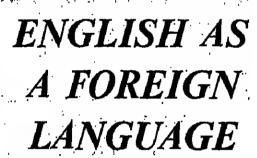
"We have shown that corporal punishment is not recarded on the supporters of enroparal punishment would object to. The restrictions on its use are largely ignored."

The NUSS argue that the use of violecce is morally wrong, that corporal punishment is degrading and hundlloting, and thut mony bearings have resulted in sovere plustical and psychological damaga.

"Gonerally the effect of corporal punishment is to ofienate school etudenta, to create resentment adults and seriously worsen school discipline by conditioning an acceptance of violence and hurm-

# Tyndale head sacked

Mr Terry Ellis, head of the William Tyndale Junior School, London, and another William Tyndale acked. Mr Ellis sald afterwards that he and Mr Haddow would follow their colleagues in lodging unfair dismissal claims. Mr Ellis, who is on the dole, and: "I shall have recommendation by a disciplinary tribunal that both men should be dismissed for indiscipline for their part in the Tyndale effair which reached the headlines in 1978. It



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#### EXHIBITION OPENING TIMES

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\* (C.C.)

Charles Alle



British Chess Championships: wrapt attention from the onlookers at Brighton. relaxation on the face of Nigel Short, at 12 said to be the youngest competitor ever to play in the competition.

# City and Guilds to the rescue

The City and Guilds of London Institute has been called to the help of the Government's faltering saheme for educating young workers. The Institute will advise the Department of Education and Science and the Trainlog Services Agency how to get their unified vocational preparation programme off the ground.

reaervatioes about some aspects of the course cootent.

But wher carries mors walght with the TSA is the need to make the scheme more acceptable to employers; whose reluctence to releese young workers for the courses wrecked the first phase of the pilot programma. The City and Guilds, after e century as the leading examileg body for craftsmen and technicians, is regarded by industry as "family". A close involvement by the institute in the formulation of the vocational preparation courses would halp convince many employers that they are of practicel value.

But the institute will be able to contribute a great deel more to

or the vocational preparation courses would halp convince many employers that they are of practical value.

But the institute will be dile to contribute a greet deel more to the courses in a leading brand neuro. During the past three years, while the DES has been evolving the threatical concepts of vocational preparation, the institute has mode to a reading paration of the institute has mode to a reading personal proparation, the institute in manufacture of the Covernment is the principal structured weakness of the council, this describes of schools and further education colleges throughout the council manufacture of the council this population, the council the preparation of the first time faces are reading to the recognized and proparation, the institute is a manufacture of the council that the council to the council the preparation of the council to the council to the council that the council to the counc



industry or kind of occupation— construction, engineering, science industries, food industries and com-

construction, engineering, science industries, and combadly adrift, the DES claimed that, despite structurol problems, the new curricule were going tyell. But now institute has been asked industries has been asked ingenity to work oo the development of curricule as well as methods for the programme.

Part of the explanation is that the DES is no longer abuse to pronounce an uncoetested judgment on the quality of the courses it is sponsoring. The ecw Further Education Curriculum Review Unit (see article, paga 18), housed at the DES but reporting independently to the Education Secretary, has mede vocational preparation its first priority, and is known to have reaervatioes about some aspects of the course in 1974/5 and in equilor the following year. Lust year the need to make the scheme more acceptable to employers; whose reluctence to release young workers for the courses of the courses of the courses of the courses for the courses young workers for the courses would not the success of the courses for the courses young workers for the courses of the courses

fifth years who wors alienated by troditional studies. Although the courses were devised as an alternative to CSE, io some cases sudents have also been oblo to sit for the CSE and obtain worthivbile passes. And the schools claim that a high proportion of those obtaining the new certificate get apprenticability, although as often as not in industries other than those they have been studying. It is thought the many curployers have been swayed by the City and Guilda label, and regord the certificate on likely a mean o more down to earth pre-

# Under-26s in new drive to control youth organizations

Labour hint Think Tank report 'abrasive'

# **British Council hits** local control back at critics

Sweeping proposals to bring unl-versities under the control of local education authorities will be pub-lished later this month by the

Isled loter this month by the Lahour Party.

A discussion document on changes in local government has been completed and is now with the printers. It is expected to be released within the next two weeks and to cuntain proposals which will alarm vice-chaocellors. The Association of University Teachers is alreedy upset by it...

rour proposals are outlined in the document. One is that universities should sury as they oru: national institutions shielded from central government interference by the University Croms Committee. The other three propose changes and variously suggest that regional authorities, district outhorities or a mixture of local and central government should control advanced ligher adacation. Polytechnics are also included in the yarious schemes.

of more

by Stephen Cohen

Fears for future of literacy

A plen for special central Government funds to ensure continued help for adults with reoding and writing difficulties wos made this weok by the Adult Literocy Resource Ageucy. ALRA hos writton to the Notional Institute of Adult Education, its porent bndy, expressing concern thut adult literacy provision will fode out in some nreas when the ogency's pump-priming period of three years comes to ao end in March, 1978.

Though mamy authorities, says ALRA, are protecting the current level of pravision for adult literocy, out soute plon to increase provision in 1977/78, "orders appear to be ralying olmost ontirely on the contributions which the agency is moking".

The agency recognizes that sequence funding is ultimately divisive. "The sooser provision for odults with reoding, writing and spelling difficultios is recognized on the responsibility of Leas, colleges and odult centres, the botter", it says.

But ALRA feels that in view of the presont economic struction, the increasing number of students, and contained to offor advisory said consultancy social linear and spelling difficultios is recognized to Lo.o. provision, the funding manifery should be on letteral part of any revised system for funding in minimary should be on letteral part of any revised system for funding maniferiory should be on letteral part of any revised system for funding maniferiory should be on letteral part of any revised system for funding manifery should be on letteral part of any revised system for funding maniferiory should be on letteral part of any revised system for funding maniferiory should be on letteral part of any revised system for funding maniferiory should be on central corrent in through scruce for those adults who ore beginning to ramedy their through scruces of some central Government is interacy problems, special bolp from central Government is interacy problems, special bolp from central Government is one, and thus the through scruces of the sequency is additional needs of disadvsnotates and the part part of the reverse of

control netwanced higher adnession. Polytechnics are also included in the various schemes.

The decument was finished last mouth at a meeting at Transport llouse where the porty's sub-committees produced last-minute amondments to the final draft. The ducument will be circulated to constituency portios for discussion and highly be debated at Labour's annual conference in Octobor.

The proposols will not be just to the vote, however. Another year of discussions will be held out the party's Namonol Executive will present its policy in 1978. The mors controversial suggestions for universities go hand in hand with proposals to sweep oway the existing local government structure and replace it with 200 new district councils underneath a top tier of regional sushorities.

Professor Stooley Dennison, vice-chancellors of Holl University and deputy chalman of the Committee of Vice-Chancellors and Principals, said universities had alwoys opposed on change in their nutional status. It was opposition from the CVCP which led to Scottish universities and UGC control in the proposels for devolution.

Mr Lauric Sapper, general socratary of the Association of University Teachers, was elso ogalast the change. "It is like suggesting the change are printipled to cope with adversities which were national institutions drawing their students from all over the country and the world.

Second orchestra
boosts London
Schools music

A sew London Schools Symphiny Band regaled from the 80 most cuperliand members of the 115 most cuperliand state of the 125 most cuperliand states with the cilter of the 125 most cuperliand states with the cuperliand states with the cuperliand states of the 125 most cuperliand states with the cuperlian

Council's director-general, Sir John
Liewelyn.

"They took a very abrasive attituale rowards us. They implied we
were no blondy use to anybody",
Sir Johe said. In a section of the
report which cousiders the consequences of aboliahing the Council,
the outhors ucknowledgo it would
mean the breoking up of its overseas expertise onal "the loss of the
idealism and commitment of its
staff, which has impressed us
grently".

Replying to the criticism that too
much was spean an the developed
connectic was spean an the developed
connectic was spean and the connection and training Organization for
Overseas Countries, The duplication and Training Organization for
Overseas Countries, The duplication of Training Organization for
Overseas Countries, The duplication of Training Organization for
Overseas Countries, The duplication of the criticisms.

"My gut reaction to the report",
Sir John said, "is
that we must clourge more than
the univate inquing eschools because we ore solling to be atter product and we must not be seen to
be undercutting private enterprise.
Pupils now pay about £2 on humund we have waining lists."

The Council would welcome
and the Tecloricol Education in the tree trivate in pulicy on English longuage
canners of burn we must not be seen to
be undercutting private enterprise.

The Council would welcome
and the frecion with the first private in pulicy on English longuage
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programme if funds fail

Careers staff want more funds

Doubts about the credibility of the Government Think Tank, which last week recommended the obolition of the British Cuuncil ur of least the transfer of its overseas work to diplomats, hovo come from the Council's director-general, Sir John Llewelvn.

report which cousiders the consequences of aboliahing the Council, the outhors ucknowledgo it would mean the irrecking up of his over-seas expertise onal "the loss of the idealism and commitment of its stuff, which has impressed as greenly".

Replying to the criticism that too much rives spean an the developed countries of Western Borope, Sir Juhn said the Council might consider classing some at the regional offices in this area.

Ile refuted the suggestion that too much was spean on teaching Eng-

Lieucellyn: "they said we were

great deal more justification in the tile the first learn accept the necessity for them. And I would expect sender Government ministers to feel the same way."

Mr James Platt, director of the Control Bureau for Educotional Vialta and Exchanges, said the thirean was vary pleased to be the only organization megativorally

mended that if the council were abulished the DES should set up an overseas section to handle

nn overseas section to handle enu-cational interchange.

It could also take on selection and testing of students and would identify demand for colured ouni-festations abroad, though if the Thick Tack recommendations are necepted this last job would become a such recommendation.

necepted this last job would become u sucil requirement.
On the occasional secondment of staff oversens, the report remarks:
"It would provide DES staff with the opportunity to observe ar first hand overseas educational systems, which could be useful in their policy furounation work when they return."

policy furoutation work when they return."

The Think Tank acknowledges the growth of the enuncil's commercially profitchia activities, but thinks these could be token over try o unit for educational goods and services exports within the DES. Lunguage tenching in developed countries could fall into this category, it auguors.

#### Rejects get advice on how to apply

Many of the 400 graduates who applied for two jobs at Durbum University and were rejected will be getting letters telling them how to apply for n job.

Some of the opplicants wrote on ordinary lined paper taken from loose leaf folders. Most folded to give nearly anough information about thouselves.

Mr Jun Graham sold; "The main problem was simply that the majority gave me insufficient information about theoretives for me to be oble to make any judgment as ro whileh of two candidotes were than best.

"A large majority, in effect, told me no more than what O levels and A levels and university degrees they had. In a competitive situation, you have got te make your applications to be administrative assistants with o top salary of £3,700. Of the 400 applicants—60 per cent men and 40 per cent woman—only about 70 msda decent epplications.

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Boys and girls of Asian urigin plan in get better jobs than white children. Many more intend to go on to some kind of higher education. This is the conclusion of a study of 16-year-nids in two comprehen-sives in en Outer London hornugh with a large Asian community. The ni

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PART 3 7th-9th July, 1978
B.C.U. Sen Proficiency Test and Advanced See Touring.

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sives in en Outer London hornigh with a large Asian community. The parents of the 42 Asian children were first generation immigrants to this country. The pupils were matched for age, sex end intelligence with 50 white pupils,

The differences were particularly striking for girls. Fighty-six parcent of Asian girls planned to continue their education after leaving school, compared to 13 per cent of white diagetlou, compared to 13 per cent of the Asian boys intended to go on with educetlou, compseed with 22 per cent of white boys.

(Sinco there were not meny Asian if-year-olds in tha upper streams of the schools, the sample of white and lower streams.)

Eleven per cent of the Asian boys intended to go for higher professional and business jobs, compared with 1 per cont of white boys. Tan more Asian girls intended to go for cicrical and skilled jobs (registrar general cless 3) then white girls—80 per cent of white boys free intending in get into skilled jobs compared with 56 per cent

### Reluctant l.e.a.s get more time

Most of the local authorities which missed the deadline for submitting time, said Allss Alarguret Jackson,

In her parliamentary reply, Miss fackson snid that of the 97 local education authorities in England only 23 were totally reorganized; a further 30 wore expected to be reorganized by 1980, subject in some cases to availability of resources. Only one authority, Kingston-upen-Thames, has no comprehenalty

# A-level boom official

First signs of the growing com-petition for university and college places expected in the next fow years appeared last week with the publication of official figures for 1976 which show that A level passes

are on the lucrense ngaln.

The figures, from the Depertment of Educotlon and Science, show that the number of echool leavers qualifying for higher education (passing two or more A levels) is on the way up after stagneting for

During the first part of the decede the administration of leavers passing two ar more A levels was constant of about 80,000 e yeer, in spite of officiel projections which saw the number continuing apwerds as it bad in the 1960s. The new figures show that last year the number jumped to 90,000.

to 90,000.

Until fullar details ere published next year it will be hard to identify the reeson for the jump. In part it must be beceuse the size of the 18-year-old population is just starting to rise again. There has elso been a tendency for more girls to pass two or more A levels.

While the pupils are on holiday the international conference circuit comes alive. JOHN SAYER. principal of Banbury School, reports from Amsterdam

# All aboard the missed the deadline for submitting comprehensive renrganization plans have been given an extension of travelling circus

ine, said Miss Margaret Jackson, the junior calculation minister.

In a written reply in the Commons shortly before the recess she said that of the 34 authorities given a six month deadline—eight in November and a further 26 in Januery—ooly 14 hed so fer handed in completed proposala for ending selection.

How important to the teaching profession is unity or common cause plained as being a British product, and neight to do with Amsterdam, so much for Green Paper or Rudis they are members of WCOTP, FIPESO, IFTA, ETTAC, FISE, or SPIE, to neme a few of the internetional confederations to which essociations may belong? While selection.

Selection. In completed proposals for ending selection.

No proposals had been received from Barnet, Berkshire, Birmingham, Bronley, Croydon, Dorset, Rest Sussex, Entield, Glouceatershire, Hereford and Worcester, Kirklees, Manchester, North Yorkshire, Tameside nod Warwlekshire. With the exception of Birminghem, Croydon and Manchester, all have been givon an extension of time, or their request for an extension is being considered.

Mrs Williems, the Education Secretary, whose elready threatened Birminghem with court ection to decide whether she has the right to ask the authority to submit proposals for going fully comprehensive.

In her parliamentaty reply, Miss Jackson snid that of, the 97 local education authorities in England only 23 were totally reorganized; a further 30 wore expected to be a further 30 wore expected to b

FIPESO in Amsterdam was billed

vice and selaries of secondary teachers, also led to the problem of unemployment.

The British essociations, E.IS, NUT, AMIA AAMI, AHM, and HMA are as bewildering e hunch as could to their cosmopolitm colleugues, espacially when they exploin thut they have left othora et homa or with ETTAC. The West Germans sink their differences with one federul grouping, but when the East Germans appear, communications are enol. In France, SNES can cluim two-thirds of its country's secundury teachere, end in Molte the prublem is solved by the inability and nor rivel uning to pay its subscription. On status, sorvice and salaries thero seems to be remarkable accord, not in esking for more, but in the approaches to the ratios of course the lack of jobs. But the general mid secondary education in puricular. All the familiar cords are played in every country—oquivilence of quolification with liberal professions or civil servants, mobility end job selfsfaction, lincements and rosponsibilities, end the means of negotiotion.

Perhaps thuse of us smith of the border should quietly shudder at the conclusions of the rapporteur, as we look towerds international mobility in teachers: Scotland was seen to be the ideal country if we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to establish its nwn standerds with "a Teacherst Central Cruncil; Hollend If we wented a profession to

PART 37.1-bit July, 1973

B.C.U. Sen Frofilesey Test and Advanced See Touring.

The course flow— In March, 1972

The Course flow— In March, 1972

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A series of weekend courses far the Mountain Leaders with July Interest County

A series of weekend courses far the Mountain Leaders with July Interest County.

A series of weekend courses far the Mountain Leaders with July Interest County.

Part 1 71h-9h dickobar, 1977

Part 3 16th-18th Decipose, 1977

Part 4 20th-22nd Juniusch, 1978

Will dishibates will common ce at 2000 hours on the Sunday. The course few will be fished for each weekend further details, and application for a form of the Mountain Leaders with July Interest County.

Part 4 20th-22nd Juniusch, 1978

Will dishibates will common ce at 2000 hours on the Sunday. The course few will be fished for each test standard for the form of the first standard will be fished for each test standard for each weekend. Further details and application for a form of the property of the part of the standard for the property of the standard for the part of the part o

The Emmerich view of culprits whild also have been useful in our local debates. Education could not be the culprit. The education service creates work. On the other limit, to use it as a parking piece FIPESO in Amsterdam was billed to discuss the education and comployment of young people; luevitably, the discussion was more about youth unemployment. Its second topic, the atetus, conditions of service and selaries of secondary teachers, also led to the problem of unemployment.

The British essociations, EIS, NUT, AMA, AAM, AHM, and HMA are as bewildering a bunch as could be to their cosmopolitum colleugues, associativ when they exaloin that

Round-up of last week's news

THE TIMES EDUCATIONAL SUPPLEMENT 12.8.77

# Pressure on to beat

the ground—HMI report

The author senior civil screams are becoming convinced that there is a need for a national comployment plan. A report heling prepared by the Maogower Services Commission for publication this outinm is likely to make a powerful ense fursuch a policy.

A major stimulus for the new thinking to Whitehall has been the adoption by the Guvernment of the isolated programme for meeting played school leavers. The programmo is calculated to improve the employability of the young sters but there is a mounting fear in Whitehall that it will simply replace u large number of unskilled numeraloyed tectagers by even more frustrated youngsters trained for jobs which do not caves. Many of those which us find jobs, it is feared, will do so at the expense of other peuple and of wonten.

The call for a specific government employability in public by in the capital of special schools. The proposal in middle schools for unit of the public by the same of articular to gifted children. The inspectors found a wide rail to special them, and comprehensive schools.

A survey of education for gifted children by Her Mujesty in special talents, of the work picked by the first of the public with a spot tulented children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found a wide rail to spot tulented to gifted children. The inspectors found the closs norm. Attempts at ecommodating the extremes of the public with the spot of the public with the

nent employment policy has already been made forcefully in public by organizations such as the British Youth Council and Youthaid the

ment at Education. The 1970 intake to three-year and faur-year courses will be 9,450. Another 5,500 places will be evollable for one-year graduate training, ort teachers and

diplome courses.

The intakes are in line with the 46,670 places, envisaged for the teacher training system by 1981.

About 22 per cent of this total will be devoted to induction and in-

serviced to induction mut in-services training.

A menormidum which accom-panies the new induission targets says colleges, should expect 20 per cent of students to fall or drop out.

#### Union fear over unpaid helpers

A claim that mothers are londing of helping band in primary schools hit by education euts whill other school workers are being mede redundent has been mude by the locol government officers' union, NALGO.

The allegation comes from NALGO spokesman lo Avon, Mr Sid Scott, who says he bus heerd of coses where mothers are being used to band out clessroom equipment like books and pencils. In some eesen, he claimsd, mothers were even involved in teeching reeding and helping band in primary schools hit by education euts will a other school workers are boling mede redundent has been mude by the local government officers' uttion, NALGO.

The allegation comes from NALGO spokesman to Avon, Mr Sid Scott, who says he has heard of coses where mothers are being used to be and out clessroom equipment like books and pencils. In some eesen, he claims, mothers were even invived in teeching reading and pending.

Arom County Council recently decided to axe 367 general and aursery assistant posts and 11 clerical significant posts and 12 clerical significant posts and 12 clerical significant posts and 12 clerical significant posts and 13 clerical significant posts are clerical significant posts and pencils. In some eesen, he claims, mothers were even involved in teeching reading and pencils. In some eesen, he claims, mothers are being used to place at the circular, which is the direct proved becouse of a shortage in independent school places are independent schools to ber fot approved. Where independent schools to be fot approved becouse of a shortage in independent school places are independent school places are independent school places are independent school places are independent schools to be fot approved becouse of a shortage in independent school places are independent school places are

# Why too many high unemployment flyers never get off

them.

Furthermore include schools had fewer well qualified specially teachers, and fewer resuurces than secundary schools. Youth council and Youthaid the youth employment pressure group.
Youthaid has pointed out to the Treasury that the midi concentrations of youth unemployment are in regions of contracting industry.

In secondary schools, the inspectors found that no particular system of ability grouping favoured the gifted. Their needs could be ignored oven in "express stressins" Treasury that the midi concentrations of youth memplayment are in regions of contracting industry.

College intake

Tixed at 15,000

Betalls of the number of students

In secondary schools, the luspectors recommend that no particular system of ability grouping favoured in system of ability grouping favoured extreme caution over moving children to closs altend of their age group. They prefer the partial transfer of children to institutions with specialist resources, or the idea of occelerate caution over moving children to institutions with specialist resources, or the idea of occelerate children in middle and contracting industry.

Betalls of the number of students

The report wants schools in agree of the report wants schools in agree of the report wants schools in agree of the report wants schools be procedures for collecting subjective and algerive evidence of children's abilities and inleads, and evidence should be recorded, followed up, and transoitized between schools.

# Details of the number of students who can be odmitted to tencher training next year heve been sent to local authorities by the Department of Education. The 1978 Intake The Government has pleased itself to the local authorities by the Department of Education. The 1978 Intake

The Government has pledged itself to produce plans to reduce teocher unemployment en pert of its agreement with the Liberal Perty. An urgeot investigation of short-term neesures to cut unemployment was ugreed by the Prime Milister and Mr David Steel, the Liberal leader.

Mr David Steel, the Liberal leader.

Mr David Steel, the Liberal leader.

See The Covernment has pledged itself upon. The Liberals want to divert money from job etealion programmes to finance young teachers directly. This scheme would give the new recruits a year in qualified teacher status. No guarantee upon in a job after the year would be given, however.

In an exchange of letters, Mr Steel said the Government but undertaken to investigate what undertaken to reduce teecher unemployment. Mr Collaghan replied that this was so.

Further details were not roveoled but it is cortain that the Liberois ore thluking of ways of liciping ynning tenchers who heve just left enlige and are louking for selections. There would be no question of obtaining teachers on the cheap.

# Private school places banned

A rehement etteck on "language quototinas. On the strength of moted in the Bullock report and in level" of mucb of the written work level "of much of the written work level "of writen work level "of written work level "of written work level "of written work level "

she Schools Council publications is inside in a book published by the National Poundation for Educational Research.

The "Writing across the curriculum," Project, devised by the opitional lenguage was the concern of all teachers, not just those leaching as research, the criticisms come from Mrs. The canter now doing research at Education. She says the Williams a former English teacher now doing research at the Complete began modestly enough but conclusions a based on incidentations. She complaios that the project began modestly enough but conclusions a based on incidentations. Research personal impressions and selected way. Mora than 2,000 learn? By J. T. Williams of camples of children's writtee work forms of working to find the research to be much of the written work done in schools. Though the research claimed to apply to writing right ecross the curriculum the doto collected was based on but form to either the foliance of the considered. All the science subjects to promise a solution to eil education of proplems, even though it was preveled to properly understood, saye Mrs.

She complaios that the project's work and in the project's work and in the project's work and the research claimed to apply to writing right ecross the curriculum. Though the research claimed to work and the constitution of apply to writing right ecross the curriculum the doto collected was heavily slanted toward. English the solices, was condary schools, should be apply to writing right ecross the curriculum the doto collected was condary schools. Should be apply to writing right ecross the curriculum in the doto collected was condary schools. Should be apply to writing right ecross the curriculum in the doto collected was condary schools should be apply to writing the classes, from which 822 scripts were considered. All the science subjects to promise a solution to eil education. She says the writing was preveled to promise a solution to eil education. She says the writing the project was condary schools steam of the project was consi

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# Researcher slams writing 'bandwagon'

Sri Lanka's new government faces many problems

amid growing discontent. D. B. Udalagama reports

Rural schools head

queue for change

A widespread campaign of defiance has begin in Quebec by English-speaking parents opposed to the recent and composersial Bill restricting their right to send their chidren to English-speaking schools.

A group representing 12.000

A group representing 12.000

Schools. One study has estimated that groups, and the general fall assignment of different rights to the English speakers than for the English speakers than for the English speakers, the new regulations will produce by 1986, and English school system no more than assignment of different rights to the English speakers than for the Charter of human rights and free-charter of human rights and

by David Dungworth

Trial centres aim to boost

status of work studies

children to English-spaaking schools.

A group representing 12,000
Anglophone parents throughout Quebec recently voted to support school boards that rafus to restrict their enrolments and thet maintain the principle of freedom of choice in education. So far only one English-language school board has actually defled the provincial Government, but others mey follow and face a rithdrawal of public funds.

The parcuts' ection follows the English-speaking community's disnay with the new separatist goremment's decision to chenge Quebec Into a unilingual province.

According to the Bill, it will be been decision been salveady asked school boards to register pupils according to the Bill, it will be been decision been salveady asked school boards to register pupils according to the Bill, it will be been decision to the Bill, it will be been decision of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were than their rights to disobedience, but one of their spokesmen seld ibey were the spokesmen seld ibey were the spokesmen seld ibey the call their campeign on a fell their campeign on a fell their campeign on a f

ouebec line a unilingual province.

According to the Bill, it will be impossible, in future, for newcomers to Quobec—other immigrants or Cenadieus from other provinces—to send their children to English-speaking schools.

The Bill classifies English-speakers into five different groups and gives only some of ticen the right to continue sending children to English schools.

The first cotegory is a man or his wife who went to English-speaking elementary schools in Quebec. They can send their children, including any still to be born, to an English school.

This elso extends to a couple educated outside ouched with one child elready in an English school in Quebec and invose children ere not yet born will not be ablo to aend them in an English school end e couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school ender couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school ender couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school ender couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school ender couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school ender couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school.

Lastly people who ere classificated to the first with the promotion of the French language. He ngreed the result of the promotion of the French language. The promotion of the French language. He ngreed the result of the promotion of the Bill. The first was the classification of people intu different ether the Bill. The first was the classification of people intu different ether the continue of the Bill. The first was the classification of people

West Berlin le ploneering an experiment in vocational education involvered in the ment in vocational education involvered ing the creation of 27 oberstuferis. There will be day release insentren, (Upper Level Centres) struction for students who have which, by 1982, will provide 26,000 struction for students who have signed an epprentice agrammant training places for 16 to 19 year with an employer, but the mejority olds at e total cost of oround DM760m (over £190m).

The contres are expected to serve

charter of human rights and freedoms passed only two years ago
by the former government.

Dr Bell sald this set a dangerous
precedent. "Such ou exception is
more than simply an injustice to
particular groups of cidzens. Once
the principle of exception is esteblished, the rights and liberties of

tiuualty shrlaking English-steaking population base."
The university would also find it difficult to attract the best teachers from outsida Quebec if they were not allowed to send their children to English-speaking schools.
The campeign against the Blil has created considerable tension. Dr Cemille Leurin, Minister of Cultural Development, remarked in the content of the content o

Cultural Development, remarked in-opening the debate on the Bill'o second reading that public discus-sion "las led us sadly to note that a deep chasm separates the English-speaking minority from the French-speaking majority. He accused the English community of seeking e confrontation, instead of trying to understand their French com-

Report predicts

spending growth

25pc annual

antonomy end exercised grenter control over its administration. Last year it ettempted in get even atronger control of the university by proposing amendments to the Act.

But opposition by university the scheme was to lead to the Nutional Certificate of General Education end the Higher National Stete Assembly and by its own coallition partner, the Communiat Party (Moscow), (inally compelled it to give up the attempt end to promise that tenchers and attudents would be consulted in the drafting of a new amending Bill.

The new government has, as fur, given little indication of its thinking on university metiars. An exception, however, is its picage to reorganize the university system by replacing the alugie Universities.

Where the Little form where its section for the basis of the spent on a foundation course, because it is picage to the university of the spent on a foundation course.

Despite all these problems, the new ministor has elready assured to the university of the little indication of its thinking on university metiars. An exception, however, is its picage to reorganize the university system by replacing the alugie Universities.

When the Little and the constitution and how the series of the section and the fill the series of the number of independent and autonomous universities.

Secondly, the use government its teachers will no low-replacing the university of the little and the series of the number of independent and autonomous universities. antonomy and exercised greater con-trol over its administration. Last

State spending on education could get out of control in the next few years, eccording to a report just relessad by the Social Investment Study Centre (Cenais).

The report notes that the aunual schools expenditure growth rata in creased from 9 per cent in 1973 to 15 per cent in 1976. It predicts that in the next few years the

The United National Party, which were returned to power in a mossiva iandslida lest month revealed no detailed collection plans in its election compelgn.

Tha new government's most urgent task is to allay the discontent of the university community, both teachers and students. It will not have forgotten that in the 1970 selections university teachers and a college of tethnology. Mre Beodaranaike's government unified them into a closely government university despite strong opposition.

Another specific undertaking the university education is that he will exemine the scheme for the standardization of marks for admit the scheme for the standard in the proposition of marks, according a language and subject, typether is

not have forgotten that in the 1970 lateion of marks, according a lateions university teachers end students campaigned against the party with spectacular succes.

Almost tha first announcement made by the new Minister of Education, Mr Nissenka Wijeyeretne, was that he would make a study was that he would make a study lateing at the large Tamil minosity and seconds of murks, according a large and subject, engether and adjusted the students of murks, according a large and subject, engether and adjusted the students of murks, according a large and subject, engether and and subject, engether and adjusted the students of murks, according a large and subject, engether and adjusted the students of murks, according a language and subject, engether and adjusted the students of murks, according a large and subject, engether and adjusted the party with spectacular success.

Here is a large and subject, engether and adjusted the party with spectacular succes.

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Here is a large and subject, engether and adjusted the party with spectacular succes.

Here is a large and subject, engether and subject the party with spectacular success.

Here is a large and subject, engether and subject to a large and subject to a revery person or insecure."

Tha McGill principal also objected to the euthoritarian way in which the government would enforce the Bill'e provisions; legislading by decree and not alimbing the regulations to be debated by the National Assembly. He said suck sweeping to powers over rights and liberties and vaguely defined authority should not be conferred on the government. McGill's second objection is the damage tha restrictions on entry to meessary to busine that in the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the system of higher education and meka any edjustments that may be necessary to busine that the previous government in the university contains the would make e study of the system of higher education and meka any edjustments that may be necessary to busine that the large Tamil minotify and the necessary to busine that the previous government in depth of the system of higher education and meka any edjustments that may be necessary to busine that the previous government in depth of the system of higher education and meka any edjustments that may be necessary to busine the number of purplish in English speaking schools would not lead in a corresponding strengthal or provided to provest against standard to provest against standard to provest against standard to provest against standard to prove a bility to make reading the necessary to busine the previous government and the previous provest against the part in carefully the

then le pre-vocational schooling at the junior secondary level where there have been recent stempts to lessen the heavy academic bias and to integrate schools with the con-

However, there has been con-sidereble dissetisfaction both among pupile end parents because of regional differences. Pupils in rural or remote creas have to be con-cerned with traditional occupations such as fishing and cole making. university teachers and students compaigned on behalf of the UNP due to their discontent with Mrs Benderanaike's seven-year-old which offer en unettractive future while pupils in urban eress co United Front government.

By its University of Ceylon Act,
the Banderanaika government hod
meda further inroads on university choose photography and radio.

oumber is to be lacrassed.

Informal or alternative education

We simile the work being done the Wills Lion Free School, But the Wills Lion Free School, But the becompatition for fundo with the compatitions doing aimilar the equally praisaworthy work highout inner London. If this

ren and their contributions to our

londou Education Authority fur deciding not to start providing active treas school. But he makes only two short references to the ILEA's reasons, and ignores completely one of the fundamental barriers to agreemant.

One paragreph makes e brief point about the financial arguotento and another part of the ILEA's story is disasted thus: "Opponents suggested that there were lots of himlar projecte doing similar work. Not true."

further nine of primary school oge. It appears that about helf of the 21 children of statutory secondary school oge have never tried en ILEA secondary school oge have never tried en ILEA it hoe elso baen elleged thet that ILEA had no proper alternative plans for the Whita Lion Fres School children if the school had closed. This is untrue. For that younger children there are places et a variety of primary schools in tha area, including Penton primary, which has an extended-day nursery class. The secondary nge children to locol secondary schools or to that neerby alternative education contex. Mr Newell mislaeds your readers when he says thet only one County Hall officiel (tite education officer). However, in the least of the education officer in the same was a content of the secondary of the education officer in the same of the education officer in the same of the education officer when he says the tonly one County Hall officiel (tite education officer in the same was equal to the literacy on the literacy on the literacy end language for immigrants.

Mr we well mislaed the White Lion

It hoe elso baen elleged thet that is accordant to the white Lion Frese arching a strict in the same of the TES. Plans up to the summer of 1978 heve been urged by the summer of 1978 heve been deep the summer of 1978 heve been day of our major deelelons. It was ineviteble to the the summer of 2071 the project in collaboration contrex. The project in collaboration contrex when he says the tonly one Consultation on the 1978 the circumstances we believed and we do oot axpect. The summer of 1978 heve been urged by the summer of 1978 heve been difficulties would area, but in the same of our major deelelons. It was ineviteble to ust the best difficulties would area, but in

and noted secondary solools or to the serious internetive circulation contents of the contents

Sir.—So the Great Drivte has ended in the usual carthoad of elaptrap gardians for the medicere and the indigence with a few plutitudes and pigus aspirations.

This is a very pleasant state of select that their education is when it comes to actually finding fundamental to this government's a july such candidates could be at a disadvantage. My now experiences and solicity to the control of the c

AND THE PROPERTY OF THE PROPER

This indicrous to see the idea of a common core "syllabus and commination discussed. This is exactly star the old School Certificate provided with us grouped passes and two levels of pass: of 50 per cent and 33; per cent. Five passes at 50 per cent gained a Matriculation, five at a minimum of 33; per cent gained a Matriculation, five at a minimum of 33; per cent gained certificate a contract from the Green Paper represents in essence its proposals and recommendations, there is an into disadvantaged homes and, who knows, there could be an appreciative socialist statesman or states around a mature student of 31 with a degree, passgraduate certificate in education and a wide hody of work experience treating suggest this primary level. Moy their potential effective of participation of primary levels of participation. emerge liecuise of, nuc in spice of, this Green Paper. recommendations, there is an F. CORAM, amountains lack of reference to the needs of exceptionally able child. Colchill, Wimborne, Dorset.

for priority, but for common-seuse inclusion.

There are numerous references to ence should be given in recruit. There are numerous references to ence should be given in recruit. There are numerous references to applicants who have had some corplayment experience mutation and rightly so—but there is nothing positively to remainingle.

However, I think is should be given in recruit. The ence should be given in recru

# Green Paper: platitudes and pious hopes Tailor-made for governors

Sir,—One of the must important recommondations of the Taylor report has arrected surprisingly little attention, Initial and in-service

a degree, pusignaduate conflicate in education and a wide body of work experience t certainly suggest this: I have yet to find an employer.

Perhaps I am wrong and schools and colleges do not favour tho "yonog, energeric, recent graduate" who, having worked a smooth passage through the educational system, never found it necessary to system, never found it necessary to

abolished in 1951.

There are numerous references to another in most walks of live, and called a limitately deriving from political considerations.

There are numerous references to applicants who have bad some complagment experience and rightly so—but there is nuthing positively to regard considerations.

There are numerous references to applicants who have had some complagment experience and or all there is nuthing positively to regard considerations.

There are numerous references to applicants who have had some complagment experience and or all there is nuthing positively to regard considerations.

Sir,—The suggestion in the Green for orient the real world of work. If the suggestion in the Green for priority, but for common-seuse for priority for priority for priority, but for common-seuse for priority for prio

343 Horso Rnail, Hilporton, Trow-bridge, Wils.

These letters, first printed hist week, we reprinted here because of the limited circulation of that edition

White Lion's misdirected roar | Literacy campaign: role of the BBC.

Sic.—Pater Newell ("Ston Playing of the White Lion Free School, unlike other voluntery orgalization Education Authority fur ing.

s School Certificate, a very sound they ment, especially for the less able but hurd-worklog: With the but hurd-worklog: With the but build progressive fanfare it was sholished in 1951.

foring to the noise ceases there will be no prospect of raising standards.

We are symmeted with mediacrity and completent inadequacy in edu-cation as in most walks of live, me doubt oblinately deriving from poli-

Mr Newell's unsupported assertion, "not true", is likely false (but I shall show why). It is an insult to many teachers throughout Inner London who are working in e variety of voluntary and other alternative education units.

Why does Peter Newell so often condenn by implication the work being done in London ac, say, the Rainer Centre, or the Bathmal Green intermediate Education Centre, or the Interaction Tulacra Trustry Unit (all, like meny others, added by the ILEA)?

The ILEA is spending about fill,000 this year on aid to voluniary organizations running some 20 centres in inner London for truents and other children with difficulties. A further £127,500 is being spent on education guidance centres for discipling children in each of the ILEA's 10 divisions—and the number is to be lograssed.

In addition, many of our second-ity schools have set up thair own menants education units on whool premises.

Informal or alternative education in not the exclusive province of one organization or even of other voluntar bodies aided by the ILEA, it is no seven to sease that informal education is to ad in inner London merchy betwee the ILEA is not giving of the province of the p

Sir,—The article "Unreasonable Demands" by Jane Mace and Kate Hardino (July IS) raises many important poloits. We are included the social and political and political approach the dult education but feel workers in edult education but feel that a positive, collaborative approach through all the existing agencies is the best way forward.

I hope that what follows will at least touch on the main lasues and correct some lnaccuracies.

The BRC Adult Literacy Cambra More consultation was corried

We in the education departments is patchy. The scheme is dependent on local rather than netional referral so some areas will be affected more than others. But nobody will be cause we perceived there to be of approach through all the existing agond dsal of disegratement and ignorance in this erea. We are, however, discussing tha possibility of making programmes for the general public about both literacy end language for immigrants.

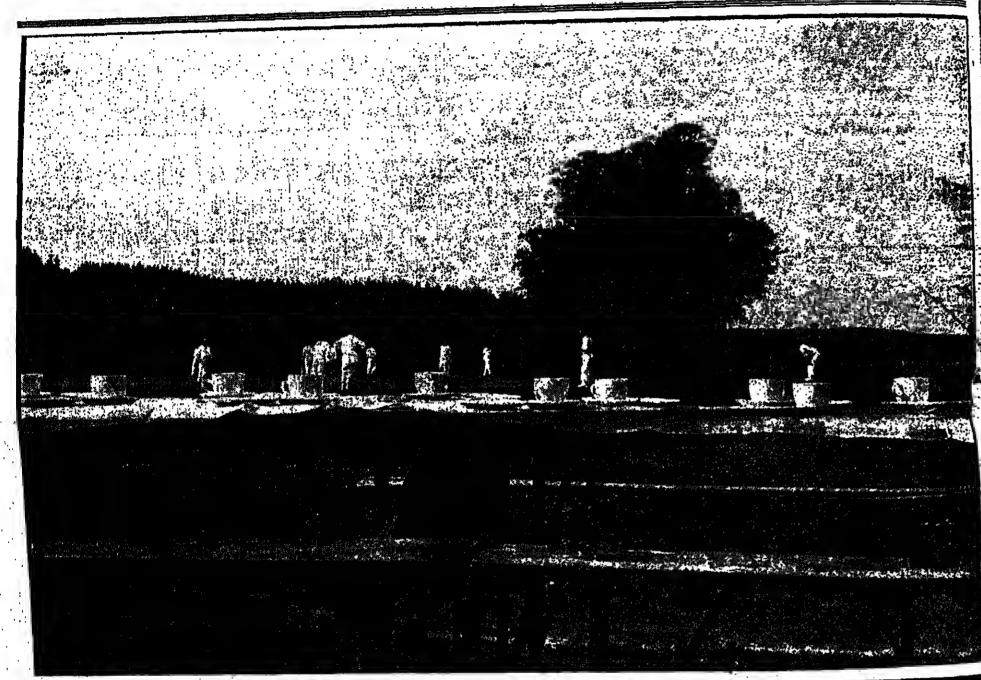
More consultation was corried is patchy. The scheme is dependent on local rather than netional referral so some areas will be affected more than others. But nobody will be cause we thought there were more useful things we could do first and pertly because we perceived there to be of approach through all the existing agond dsal of disegratement and ignorance in this erea. We are, however, discussing tha possibility of intentional referral so some areas will be affected more than others. But nobody will be led to bolicve help is immediate that the ever more useful things we could do first and pertly because we perceived there to be of approach through all the existing agond dsal of disegratement and ignorance in this erea. We are, however, discussing tha possibility of the Adult Literacy Resource and so some areas will be affected more than others. But nobody will be led to bolicve help is immediately early evolidible. There is no aquivalent the every more than others. But nobody will be affected more than others. But nobody will be affected more than others. But nobody will be affected more than ot

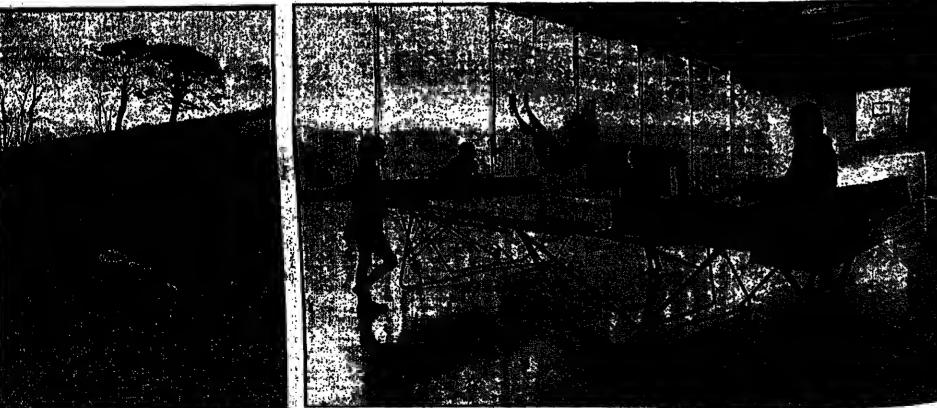
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# The people of Dartington







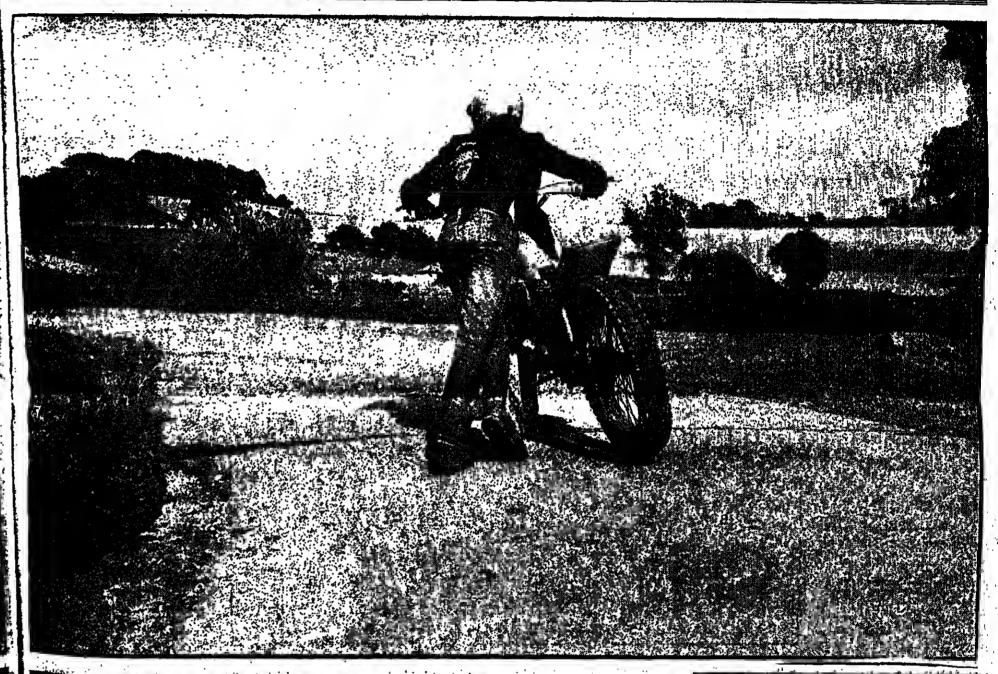
The trustees of Dartington Hall asked two photographers,

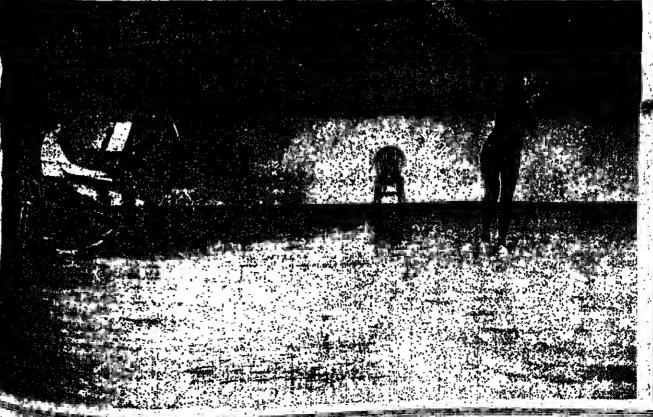
Christopher Schwarz and Judy Moraes,

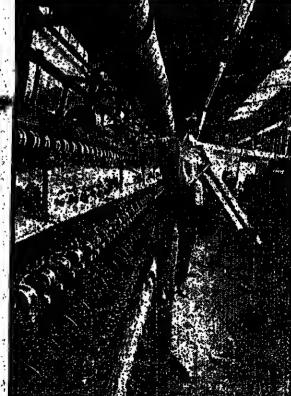
to document the life of those living and working at Dartington.

These pictures, showing the school, college and tweed mill, are taken from an exhibition

currently on view at the Cider Press Centre at Dartington







# As the ripples spread

Actions aften speak lander than south—and the writing follows. So it is with the prafessions enneemed with people. They are making ten-tative steps to think across the bur-tative steps to think across the bur-Rachael Evans looks at community work publications in England riers and are looking to each other to find common substants to comand suggests that a multidisciplinary approach would bring say what schedus are in what, indendly and locally, current phroses—"commonly on", "public participation" great benefits all round



From Whitehull also come the cablact committee controllens of Jealth, and the committee controllens of Jealth, and the committee controllens of Jealth, and the controllens of Jealth, and the controllens of Jealth, and the controllens between the two sections of the DHSS. This poses communication problems between central and local government—and solutions have to be found. Then cano the job creation scheme, the hrain child of the Manpuwor Commission of the Department of Kuployment, which in practice means some links on between social sorvices are constantly being reported in the press.

sucial services, a paper on parenteacher contact and a round-up of

But by far the most drumatic project undertaken from the top was the South Chameran project bulleted by the Wolsh Office and the Diss from 1974-77, the first of its kind. Working Together for Children and their Pamillus ilMSO 1977 (£3.00). The project was "To look is arons of unitated concern to tecini services, education services and other agoueles which require a juint approach in order to provide better services to meet children's agets. The project will be concerned with the problems of children at home, in school and in the community and will include such mouters as absented on, rinking each mouters as absented on the two year period, drawn from every conceivable exercit.

The fast seminar identified dee problems and they were worked on by the interillation with which they can be accepted as the Briscol seminar to Inne, 1975. There were claim reports, joint in service treining end dovelopment, common bankdories, communications between and such services, curriculum, record keeping the role of the Education Wolfste

reading for the lay render as well as the professional, os they are refreshingly free from professional largen. There is a summary of the lind reports of the working parties and a posterior describing work that is constanting on a practical level in the area.

Indeed, the work is e complete source book for all the questions which have been reiterated again and the interface of education and societ work, and it should mark the watershad for whot will happen from now on. There was a light commitment beforehand by the pericipants that the project would be practical and that work undertaken would continue the project would be interested for all order to charte that getherings would not be mere that the project would not be mere

will possibly be more useful to stu-dents, the reports to be used os exercises in themselves and as evi-dence of group decision making. Later, perhaps, it will be possible for a short report on work con-tinued to Glamorgen, together with a larger bibliography, for the otu-dant and precitioner to keep up to dats.

It is impossible to excinate how far the ripplus from the tap have travelled, but there beyo been spine swift and exciting developments. The Sometion of Iris groups of the Nedonal Children's Bureau has meant interprofessional

oreas in common end consider the teaching methods end practices required to implement joint training programmes. To plan an intordisciplinary exercise and to develop an understanding of methods of evaluation." This was for district nurses, health visitors, gonerol practicioners and social workers—surely now but e short step to include education and the police.

Recently the Bridsh Association of Social Workers here started a Special interest Group "Social Workers here started a Special interest Group "Social Workers in Education" and circulato a lournal. The first issue contains a short, it suningery: "Clampagen stretiginous social work teacher links and care in schools". They plan more issues and conferences and more Clampagen said conferences

the feet six months which hose set in the product of the Bright in the control of the control of

IT is about to be published.

Rocearly two books on problem of urban aducation have given a fresh look of community education and intermediate treatment. Successful Toaching in the Urban School edited by Paul Widlake (Ward Lock £2.50) and Education and the Urban Crisis edited by Frank Field (Routledge und Kegan Poul £1.75) hoth give the reader conso for hops. There is an uptimistic thrust about the new look in community work and the placu of education in it. One pursicular project steads out in Frank Field's book. Jo the Sidney Stringer school she community eollege in Coventry a "Young Person Development Officer" has been sponlated is liaise with all services cancened with onyone from five in living within a closely defield area. The debate on the role of the educational suchsi worker sall continuat, and Katrin Finherbar's Child Care and the Teacher femple Smith £3.95) reemplosism many pullits she has been hitting bard for the last four years. Her material vill be useful for many a small "Glomorgum". Evidence abounds if preschool level as in the NFER evaluation of an intervention programme for disadvantagal children in Dublin by Thomas Kelinghan.

ter, is discussed by the headman. Juliu Whits, in a paper, "Cream Confilet" in A Question of Schooling, edited by Juliu MucBeath (linducter £2.25), sud more will follow.

Intermediate Treatment is beginning to give another jork to be professional thinking. Jean Pairing in the Social Work Sair Journal, May 1977, writes up it work in Milton Keyues (when there is also a community when

work in Milton Keynes (what there is also a community school where all services combine. Surelso suggests that a community approach to IT would need to be juint project offering investing social and odnestional work to small group of youngstors who might utherwise be in care. The report of the Study Group of the Personal Social Services Causcil on IT is about to be published.

What does all this add up to?
Certainly it will mean more inservice training and joint fundings on publications constantly emphasize this need. The Disruptive Child in the Secondary School, edited by Cilve Jones-Davies and Ronald Cave (Ward Lock £1.75) emphasizes in-service training on relotionships.

Longuags, values, ends and means one all subjects for joint courses. Required reading cauld be Society, State and Schooling by Methael Young and Geoff Whitiy (Falmer Press £7.50) and £2.95, Poradox of Helping by Marile Bioom (Wiley £7.50) and £2.95, Poradox of Helping by Marile Robinson's broad view and often racy Education and Poverty (Methaen £1.40). This is a realistic and optimismic book in its candil approach to the "present state of society".

Small group work is currently social work. Michael Wilson's in course in its social work; Dougles Bornes in his children (Rousledge on Keits).

**13** Books

# Hope and glory

Scotland's future depends on the future of Britain. And the future ol post-imperial Britain depends more and more on her internal successes. Does devolutionary discontent herald a political revolution which will be her ultimate redemption? Geoffrey Smith reviews a new exposition of these ideas

The Break-Up of Britain. By Tom Nekro.

New Left Books £6.75, 902308 57 2.

In examining the Scottish political steep today so much depends upon your perspective. The complexhy is such, the emotions aroused are often as wrong and so conflicting, the challenge to established assumptions is to greot—whether one is contemplaing the disnumd for independence or simply the possibility of devolution—that, to a nuite exceptional extent, the eyo of the beholder gives a special stant to ruth. That makes it old the more significant when the same factors loom into view from very different.

If you are a Marxist you are likely to find this book not only simulating and erndite, but pursuasize. It is a distinctive analysis of the nature of modern nationulism laked, but not by a process of the nature of modern nationulism laked, but not by a process of the nature of modern nationulism laked, but not by a process of sistish adheronce, to Marxist ductine. If, like one, you are by managers a Marxist, you will find much of it Irritating, mony of the conclusions into the repoeted oxeursions into the process of the repoeted oxeursions into the process of the repoeted oxeursions into the process of the repoeted oxeursions into the repoeted oxeursions into the process of the nature of nodern nationulism laked, but not by a process of the nature of nodern nationulism laked, but not by a process of the nature of nodern nationulism laked, but not by a process of the nature of nodern nationulism laked, but not by a process of the nature of the social life has the process of the nature of the social life has the process of the nature of the social life has the process of the nature of the process of the nature of the process of the nature of the social life has the process of the nature of the process of the later of the pr

The executes of Mr Noira's theme is that for historical reseases the bit for historical reseases specifically in Sculand, with the control of the second before the second before the second before the first of his kind. But hills this control followed that of political development could be preserved partly been seen of the cateronal successes associated with outpite and partly been seen of the substitution of the successful successes associated with outpite and partly been seen of the substitution of the substitution

But is it? To consider that one must gu back in Mr Nuirn's second point: "the decline of the all-British pullticul systom". It is true that since the early fiftlee the two muln United Kingdom perties beva with the votes of a prograssively declining proportion of the electorate. This is only purtly because of the rice of the notionalist parties. There have been other symptoms of discontent. The Liberal resurgence in the elections of 1974, for example, can be seen as the English tide of protest which elsewhere went to the SNP and Plaid Cymru. Those ere ell canifestatious of a sense of dissatisfection with Britale's declining fortunes that is berdly surprising: the loss not only of empire but of Internetional standing, the abysmol economic performance, the more intendible dir of fallure that its characterized so much of the past 20 years.

pass 20 years,
So one cumes back to Mr Nairn's starting point. The Murxist and the anti-Murxist can agree that whether Scotland's future lies within the United Kingdom will depend above all upon whether the British union is such as to arouse the pride and surisfaction of the Scots in the partnership. I believe that the onswer will be influenced by whether devalution can offer the Scots the opportunity of greater control over their own affelro without jeoperdizing the union, and that there is a better chance than Mr Neirn ever appears to contemplate in Britain recovering its sense of success in n new context. So we come to very different conclusions. But it is semothing, when people of ouch contrasting views can agree on the oritical question. Scotlend's future dapends on the future of Britain.



In training
Charles Harmam
Charles H

#### Joan Tamburrini

play tancions primarily as an model for cell french emissional concern, and her little part to play in their in Tourist development. Feenal, there is the belief that synthetic play is a spontaneous Third, there is the somewhat contrary transcrition four adult later-vention in children's play is likely to b'oldi it.

to it fills it.

Until recent yours there has been little bord research on children's play in counter these assumptions. Teachers have had little on which in base their pertrice other than rumande generalizations and prescriptive literature specifying the kintle of provision that should be made. Biology of Physikodal her made. po a long tway toward charging. Enhancing of recent research on the topic.

No teacher who reads Kally Sylves thapter on "Play and Learning" could be likely to continue to assume that play has no function.

Ward Lock Educational 11.75.
7662 3602 5.

Many teachers of young children play the children to suive the problem as much as observing an adult demonstrate with the problem play they noted give careful thou, in to the provision of play materials but substancently intervite me, to settle disputes among children and to observe comment if thing go terrory, this bland and per use approach towards young thinkness when materials young thinkness above the materials and per use approach towards young thinkness above the materials of the contrast, children who observed the adult were less flexible.

the mitter that symmetry is a neiter of phenomenon is misup-proteil by the erre sculingal ex-dense reputed in the chapter by Ping Policelson. She describes sudies which reveal not only prear being play muong children growing up in different sorteries but even some varieties, where this made of play secons not to exist. Rather than principles of the control of the control holic play secure to earth failure, ayin-holic play secure to detend on the social relationships and cultural traditions within a society.

In Western soriety it arises in interaction with adults who suggest it, where as it is rarely observed in some rural Middle Eastern and African communities where adults actively try to prevent children from playing

his class longes then in the middle-che's houses they soulded.

The remaining chapters in this excellent bank do I with diverse expects of play such as the effect of modern housing decomparants, play with huggloge and the play of hardicapped children. The hook concludes with e chapter by Bar-born Tizard in which size condenus the educational incology which stems from the Romantic view of society as the opposition of human society as the opposition of human apout ancity and results in reachers aportaneity and results in teremens ndopting a partive, non-intervening role in relation to children's play. The Schools Council publication, Structuring Play in the Early Years at School could serve teachers us a taseful complement to Ridogy of Histil Complement to Endogn of Phys. The book is divided into two parts. Of the total 218 pages only 12 comprise part one which is upparently intended to provide some kind of entimale for the

Binding of Play. Edited by Barlinea Tourist Harvey. He remains 20.50. 431 0069483 S. Streetwing Play in the Early Year. In relation to children's intellectual development. She reports a careful find and David Harvey. He remains 20.50. 431 0069483 S. Streetwing Play in the Early Year in the Early Yea Important vshiele for intellectual devalupment and that since children are shighly motivated in play it teaches them to parsavere. These statements are not of themselves unacceptable, but there is interested unacceptable, but there is no house they have accidentally died, have been rhose who never at the said refuse to use such a said refuse to use such as a more several criticism is that the rationals is unclaimed in terms of what constitutes play and what of what constitutes play and what does not. The nuthors give several examples of what ought to be called experimentation rather than play.

thr in pair 188.

criptions of children's play and of how adults can structure it. "Structure" refers to the provision of unterials, time and space as well as in interrention in play once initiated. The descriptions of play adherents in this coonty still fide each other to the death over the range from the "rising trinal, cultural and political differences. odults who appear in the descrip-rions are parents and non-teaching staff as well as tenchers. It is emphasized that in structuring children's play adults should take their cues from the children.

emphasized that in structuring rhildren's play adults should take their cases from the children.

The descriptions given include many examples of inspired tearing which coold prove useful to the idea that they should intervent in children's play. The examples of all the continues the micommitted to the children's play. The examples of all the contents of the series would be more likely to do so if backed up by an adequate rationale which teased out in derail the implications of research findings.

The research for the series permues finding that they should intervent in the contents of the series should be preserved in a book that is a for the mily a glassy picture book, his a vell-written, objective, also well-written, objective, also well-written, objective, also well-written, under the descriptive; he tells his stay in concrete form, preferring to wate of examples and prescriptions given in rationale part two. This rationale deals in tail the apharisms and generalizations unfindings.

# Crossbearers

The Christians. By Hamber & coigne. Jonsthan Cane £7.50, 224 013576

zins, and there wers those at-faith mored than to found an institutions as Asion Villa, Que;

does not. The nurhors give several examples of what ought to be called experimentation rather thou play.

What the book locks in specificity of research evidence it makes up turing purt two in the detailed descriptions of children's play and of how adults can structure it. Structure it refers to the provision of uniterials, time and space as well as a locarection in play after adherents in this country will feel adherents in this country will feel adherents in this country will feel.

story of The Christians in a suits of 13 Gramada Television pro-groundes to be shown duise

rolgne's book is certainly nearly, nearly, cles or atheists. It is a foir picture, cles or atheists. It is a foir picture, though perhaps in the cod if does though perhaps in the crown be a make you feel that there must be cover that the control of the con

Donald Hawes on English for Special Purposes A Madern Course to Business English. New Edition. Course Menual. By Anthony Howelt, John Webb and

Talking Ilusiacss, By M. O'Rellly, P. R. Maran and N. Ferguson, Magnillan Education £1.50. 333 Special English : Tourism, Back 2. By Vivica Worsdall.
Collier Macmillon £2.10.
English for Nurses. By Dovid
Austin and Tim Crasfield.

Words for action

Longnan £1.10 ond 55p.
Longnan £1.10 ond 55p.
Longlish for Electrical Engineers, By
James McAllister and Girglo
Modama. Modama.
Longmun E2.50. 582 52437 7.
Nucleus: English for Science and
Technology. General Science. By
Morth Butes and Tony Dudley-

Longmun £1.20. 582 51300 G.
Nacleus: English for Science and Technology. General Science. Teacher's Nates. By Mortin Bales and Yony Dudley-Evaus.

The domond for courses in English for Special Purposes is rapidly in-cessing. These courses, which often have to be tailor-made, present a comber of problems. How much pre-

BASIC BUSINESS ARITHMETIC-

le a recent reprint of this hesi-silec-code number 07 0842t1-5-trious faults hovo hecomo oppar-sonie poges from the pre-butted sdirlon were taken in, is his bioding operation, in error.

on the tile pages ....

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manified rather than verbal phrases, since these are used in business, since these are used in business, since these are used in business to the everyouty English. This is a most use ful und comprehensive textbrok.

Talking Business olso presumes that the student will hove an odequate command of English. It is a practical hank, which the student can use by hiuself, with the help of the exercises are included. No formal practice in grammer or with the tile indicates, is to emable the executive in "talk business". The work is bused on lively dialogues, which small convincing and which is introduce specialized terminology in a natural momer.

As an example, the dialogue in the seventh section, "Getting the gnois to their idestination", introduces 25 items afterminology, with American equivalents where necessary, and is followed by six differing use. Although there is an progression of difficulty in the look, attention is pald to revision. The business much in the recorder in his office or looted bedracon.

Special English: Tourism, like the two praylous books reconstant that the suntalcal parts of the grammar and sentence construction. Tinted a construction. Tinted in construction. Tinted in construction. Tinted in page-sections gire progressive instruction in grammar, and diere in a consprictions gire progressive instruction in grammar, and diere in a consprehensive instruction in grammar, and diere in a consprehensive instruction in grammar, and diere in a consprictions. Tinted of conspiration in grammar, and diere in a consprehensive instruction in grammar, and diere in a consprehensive instruction in grammar, and diere in a consprehensive two instruction in grammar, and diere in a consprehensive two instruction in grammar, and diere in a consprehensive instruction in grammar, and diere in a consprehensive two describes in consprehensive two describes of pictures and disappear. The incurrent section with the oversum.

Figure progressive instruction in construction in grammar, and diere in a consprehensive two d Special English: Tourism, like

creating. These courses, which eiter have recomber of problems, How much prefainary knowledge of English can the student be assumed to have? What should be the proportions of written and orn! work? Besides specialized terminology, are there appendix to teach both the technological content and the gramutotical usages found in a leboratory report? These books may lich some of us to answer some of the special segment of the continuity of the sement of the special segment of the continuity of the sement of the special segment of the continuity of the sement of the special segment of the sement of the sement of the special segment of the sement of the semen

# Readers for readers

Books/EFL/Children's Literature

"Readers" have come a lung way since then, and one of the newer and beder-structured series far learners of English is the Heinenman Guided Readors, published in funr carefully greded levels.

ls partly because the content, compared with that of the books already considered, is obviously more specialized, and partly because a large amount of scientific and linguistic material is dealt with in each chapter. I feel that the authors ore too optimistic in snying that the book "con be used by students who have only a little kanwladge of English, icarat over perhaps two or three years of part-time study." But used corefully and slowly, the book can provide the student ulrendy foirly competent in English with a salidly hased and comprohensive knowledge of the language, since it gives systematic practice in comprehension, vocabulary, grammar and structure.

The textual material bit the first chapters looks like free verse, as his divided into about lines corrosponding to the grammatical parts of the sentences. This may be a hielpful device, which I think is worth trying. At the end of each chapter, the material is summarized, and the student working on his own is recommended to rend this summory first.

General Science in the Nucleus sories (English for Science and Technology), can be used by track!

When I was at school oud learning French, "readers" were limp cloth-correct booklets about jewel also more cheerful). The vacalulary is up to 1,100 words, there are companied was sulfably rewarded. The plot was as unlikely as the vacalulary was liriclevant.

The Elementary level stories are considerably more demanding that also more cheerful). The vacalulary is up to 1,100 words, there are companied sentences, and a certain amount of cultural and social information. Among the eleven titles are The Promise, the story of a Brazilland boy who became a famous fout. aniount of cultural and social information. Among the eleven titles are The Promise, the story of a Brazillan boy who hecame a famous footballer; The Red Pang, a cat-down version of John Steinbeck's realistle Western; and Star for a Dagescapism in the worlds of pop and the elnema.

The Intermediate level books are not much barder—an additional

The Intermediate level books are not much harder—an additional 500 words enter the vocabulary sad the plots are slightly more complex. There is a fairly traditional windualt, The Rahl by Glyn Frewer, an adventure story set in Avlemore (Scottish Adventure by Richard Chishelm), and the very different Mision to Kalo—which is about an educated young black's reception in his own and another village when he returns after having failed his exams in a French ciry.

At the Upper level, the stories contain much more idlometic last guoge, complex sentence constructions and a basic vocabulary of 2,200 words. The titles include sonplified versions of such classics as Bleak House, Rebecco and The Mon of Property; and factual books ou The Cinema, The Olympic Gameo and The Story of Pop.

Helnemann Guided Reeders will eppent to European and Third World learsers af English—they are attractively produced paperbacks which never patrouzie the reader. Beginner level books are 27p each, elementery titles 38p, and both higher and upper ones 45p.

Children's literature

### Tis almost fairy time . . :

British Fairy Teles, 216 90230 4
More British Fairy Tales, 216 90231
Fairy Tales from East and West, 216 90252 5
Fatry Toles from Far and Near, 216
Fairy To

in this would no in odmigable book, but it would pose problems in the from oral to written work as the problems of the most representation of the control of

getting the thiog going. (Dr. Jelly ignores the newish evidence that breast-fod babies ore harder work in the early weeks. If the experts were more hoases about this, it would be to positive help to keen mothers.)

The main difference is one of style. Dr. Spock les relaxed friend, "relaxed affair. Almost unjueght who enjoys children and writes aliqued and there are moments when both protect friend, "relaxed affair. Almost unjueght and pretty faddish onu. (His new edition sings the presses of the "family bed", which children decide to leave then they feel old anduch that persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another room for sex, sad Dr Jolly persuasive about the different rates another of our pretty faddish end there are moments when both are better off with sandy the sad of the sandy the sandy the sandy the sandy the sandy the sandy the sad of the sandy the sandy

Sept.

# Debate without end Virginia

to all pupils; they ore not convinced able ononight; though whether to oil punts; they ove not convinuent auto enough a modely is the school of "life. on the dark side are emable of freelitating " u quality style is of the heart of education". On the dark side hedvoly deelrable educational, ex-, are more than, nice turns of phrase,

Novemen Eyras

All contributors ore clear that there is Schooling. By John K. C. Machaella. By J



perience for nill". Each of the contributors tries to cone with one or more aspects of chose viers.

The inaterial is goad, if unevan.

Semi, confributions from schools and three rhapters are resources ure loss possive contributions, but case loss possive contributions, but case in principals of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principals are easier than discussions of schools by heads and principal of hishor than the school of the provincial because the contributors.

Among this week's contributors benefit and the schools of heads the contributors and the schools of need the provincial of Discovery. By Virginia Tiges, and The Scorious of the section of the provincial benefit and the schools of the provincial than the contributors.

by Carolyn O'Grady

usny of these to plane teachers.

One of the most internsting aspects of the workshop will be scollnars no the use of the Baldwin Plane Laboratory which is used at the school meloly for group tuition and less often for priveto study. Such leberatories are extensively used in the United States, but hadly et all here where group plane tuition has been slow to catch on. Without this sophisticoted end expensive employment, group work is in fact very difficult. Simulteonus prartising is unsetisfectory and when the teacher is ettending to en individual puell whet can the rest of the class do? Sume teachers use cardboard keyboards or keytoards which are "fileht and carefully wotch to make sure that the right notes are being

The Guildhall Schmal of Musir cod Drugo is still heing bulk. Those brachers and pupils who have already mored from the old premises in the Emhankment heys had to get used to the rontionous moise of drilling and coostruction and to the hundreds of other britishions of working in such conditions.

However, they can confort thems his complete—and no one seems prepared to say exactly when that will be—the building will certainly be used the fest equipped and most attractive of its kind, part of that experiment in urban living, the berhican camplex, which it is bupical will bring life and soul to the City of Landon.

In keeping with this maderniminge, The Guildhall School has embraced wholeheartedly a lot of the clips of Landon.

In keeping with this maderniminge, The Guildhall School has embraced wholeheartedly a lot of the clips of Landon.

In keeping with this maderniminge, The Guildhall School has embraced wholeheartedly a lot of the clips of Landon.

Neeping with this maderniming of these to piano teachers.

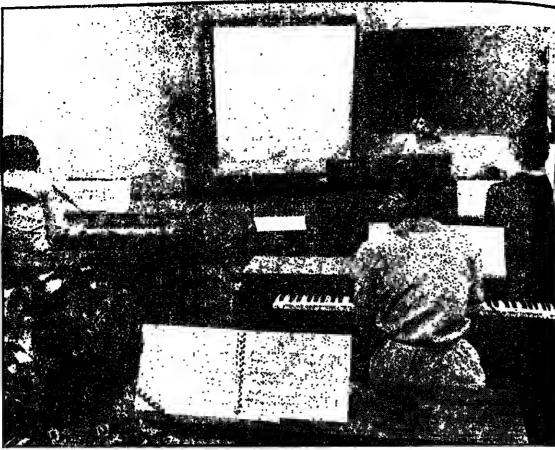
Ooe of the most internsting spects of the workshop will be seolinars no the use of the Buldwin Plano Laboratory, which is used at the substance of the clips of the workshop will be seolinars no the nese of the Buldwin Plano Laboratory and the workshop will be seolinary no the nese of the Buldwin Plano Laboratory and the workshop will be seolinary no the nese of the Buldwin Plano Laboratory and the creating the workshop will be seolinary no the nese of the Buldwin Plano Laboratory and the control of the clips of the clips of the control of the clips of the clips of the control of the clips of the clips of the clips of the c

play u pioce together or practise exercises.

exercises.

Teachers who come on courses to learn the principles of group placo toeching usually think it looks quite easy until they get behind the control board, alse says.

"Then they nited go into a penic. You have to make sure that everyood is busy and no one is left



out end this takes a lot of practice.
You used to be something of an actress, to be able to manipulate an oudience and to sojoy doing it. Introverted people usuelly find it very difficult."

The rauge of courses et The Guildball Srhool is very large, including the study of otost instrumonts, singing, cooducting, jumor courses for children and work in ageoratic mislenship. Because the laboratory is used, up to grade six of any examination board and because pieno lossoos are compulsory up to grade six, the majority of the course pieno lossoos are compulsory and the pians laboratory. In the pians laboratory, spending an hour a week there.

Glven more time, however, Meriel Jeffersou is certain thet more advanced work would be possible, but to cube a short time she feels that justice could not be done to the technical work required beyond grade six.

The Guildhall School is very large, in the justice could not be done to the technical work required beyond grade six.

The Guildhall School is certain thet more advanced work would be possible, but to cube a short time aboratory and the leboratory. The Culling is considered to the course pieno lossoos are compulsory vidual end other work. In the Plann Teachers' Workshop, which will

# Diverse

Library and

Telling tales

of my Scottish holiday with whims!

cel deteils of the improbable.

Until the worst happened, I'd introduced mysterious footprints in the snow, encient fishermee, strange shapes, in Loch Ness, entranced local, mad American tourists and local, mad Am

standing not sustained. Suggested the class, streaming would not hold this class, the control of the class would not hold this class, the control of the class would not hold this class, the control of the class would not hold this class, the control of the class would not hold the class, and the control of the class would not hold the class wou

other basic education courses, as well as developing their writing and recoding; educational councelling became a more conscious pert of our work.

When ALRA was first established, grant eld was sought to establish e literary resources centre. As the literary project grew it became cleer thet much of the meteriel appropriete to the resources centre was also of relessance to other students in the centre.

It is, bowever, beyond the means of public librarles to buy holf e dozen eets in hooks for each class each term. With the escaletion of fees, it is elso prohibitive for many students to pay a pound or more for a peperback each week for each course they are dolog.

The solution we have errived at it to copy the successful Street Library, established by etudents at the University of Sussex. You join the library by lending (or giving) a book of your own, which has etimulated at the course they are dolog.

The solution we have errived at it to copy the successful Street Library, established by etudents at the University of Sussex. You join the library by lending (or giving) a book of your own, which has etimulated at the course through the centre news. It is not extend the course through the centre news. It is not extend to lock of hooks in the curriculum areas of the fees, it is elso prohibitive for many students to pay a pound or more for a peperback each week for each course they are dolog.

The solution we have errived at the copy the successful Street Library, established by etudents at the University of Sussex. You join the library by lending (or giving) a book of your own, which has etimulated at the course through the course through the course through the course they are dolog.

The solution we have errived at the copy the successful Street Library, established by etudents to pay a pound or more for a peperback each veck for each course they are dolog.

The solution we have errived at the copy the successful Street Library, established by etudents to pay a pound or more for a peperback each veck for each co

# Possible futures or new

Possible futures or new approaches to old needs
by Nick Thomas

Appropriate Technology
Cummonly Servire Voluntoers, 237
Pentonyride Road, London NI SMI.

Appropriate Road, Lond

The fields reversed ere a mixed bunch, but all ere suitable for verimants holds with which we are familiar, to sue decommy based upon preservation, revise, multius end the use end of the range there are detelled technical descriptions of windmills; methone digesters; and solar holds there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range there are detelled to revise in the control of the range for considerable in the feature in the control of the range for considerable in the feature in the revision of the sociel and political involved to be propared for considerable of the revised interests on elliptications of such occording to the revised of the revised interests on elliptications of such occording the propertical or the sociel and political involved to be propared for considerable interests on elliptications of such occording the propertical or the sociel and political involved to be propared for considerable of the sociel and political involved to the propertical districts which lests until september.

The Appropriote Terminology kit is not in itself sufficient meteriol. Also et the Science Museum is a special district. The condition will find the control of the sociel and political involved the propertical districts which lests until september.

The Appropriote Terminology kit is not in itself sufficient meteriol. Also et the Science Museum is a special district. The propertical districts which lests until several districts which are are still necessary in the second propertical districts which is the propertical districts which are are still necessary inte

### Science news . . .



# Learning by field work

Peter McDougall

Jack Gill

Our purpose may to present students with an opportunity for field work with prioury children, lovelylog an exercise in cullaboration between shost college and parrats. It was important that students explored the potentials of field work, not only as a vehicle for their own learning but as an important teaching resource.

learning but as an important teaching resource.

The work erose out of the links the staff of the school of science have established with Blue Coan Church of England Junior School in Durham City. Steff in the college have faught in the school, have taken students to work with children in the classroom or in the local eres, and the children have come into college to work in the lohorn tories with Certificate, BEd, and PGCE students.

A thus at 1 year-olds in its lost term in the school would be provided with an ectivity that involved some nights away from home. The parpose of their expedition was an environmental study of Hamsterley. Forest, to Weardale.

The parents were brought into the planning et an early stage. Their fusction was two-fold. An essential element of the exercise was the impetus which; would be given to the field work if the children and the students knew that they had to mount on exhibition of their work in the forest on Sunday afternoon, et the ond of the long weekend (Thursdey to Sundey), for the parants. Also money woo needed from the PTA (about 15 per head) to meke the work possible. Hamsterley Forest, e large

Forestry Commission plentation in Weardele, about 12 miles to the west of Durham, premise to the west of Durham, the west of t

# Letter Sir,—In the TES of July 8 Dan Douglas roviewed the CET publication "Audio-Visual Meterials: development of a national cast logading and information service". Ho quoted the Educational Foundation for Visual Alds as having effic of 450 organizations which produce endlo-visual mnterials. The Scottish Council for Educational Technology is also concerned with this problem and have been working in close convertion with CET, White our oritoria for selection might be broader then those of EFVA our information service has an audex of 1,649 sources of non-bonk materials available in the United Kingdom. These figures surely indicate the tagent need for increased government support for increased government support for basics such as CET, SCHT and EFVA, who are octively concerned with the establishing of a mational cataloguing agency for non-book meterials to provide those in education with a service equivolent to that which is afreedy in operation for books. RICHARD N. TUCKER, Senter Assistant Director, Scottish Connell for Educational

AUGUST

Edward Lucio Smith
GAINSBOROUGH'S GREATNESS Norman Moss THE PROSPECT OF CONFLICT IN SPACE PROFILE OF SIR HUGH CASSON Ratio Modes THE INCONSTANT SUN

# The Illustrated

THE ENEMY OF CIVILIZATION

SPITHEAD REVIEW
COLOUR PHOTOGRAPHS

# LONDON

# Agent for change?

The Further Education Curriculum Review and Development Unit (FEU) was established earlier this year by Shirley Williams. It is housed by, and funded through, the Department of Education and Science, but it is independent uf the policies of that deportment and can pursue occurring and lines of

Independent of the policies of that deportment and can pursue octivities and lines of thought of its uwn choice.

It class to serve as a fineal point for further education curricular matters, to hermonize present activities, to identify end fill gaps, and to provide for a smooth progression through studies of all levels. It has been tharged with the following main tasks:

The review curricular offered by the further education service and identify everlap, duplication or deliclencles.

To determine priorhies for action to interest the total provision and suggest ways in which improvement can be effected.

In which improvement con be effected.

To essist in the development of further education curricula by carrying nut specific studies, by helping with curricular experiments, and by contributing to the ovaluation of the attoinment of objectives.

'In disseminate information on the process of curriculum development. The Unit does not intend to concentrate

sololy an the planning and design of curriculu. It will be interested, too, in such questions as whether the alms of coursee ere roelistic, how objectives are converted into classroom situations, and bow successfully intentions ore ordived.

Intentions ore occurred.

These issues ore less fashionable and less drumatic than those which fill the columns in the press devoted to further education, so it is important to stress that ours is a curriculum perspective. We are not directly concerned with issues of structure and con-

The questions to which are shall eddress ourselves are the fundamental problems of all formed education:

all formal education:

"Whom ore we teeching?" This implies
the further questions—Are we considering
and providing for everyone we should?

Ought we to be meking special provision for
particular groups? In a non-compulsory
sector of education we have to decide where

Geoffrey Melling on

the aims of the new Further Education

Curriculum Review

and Development Unit

cies in the structure of prevision and put forward proposuls for making them geed.

For example, not all colleges effer courses for those who suffer from scademic, socislend othnic disadvantones, or for those who heve some form of physical or mental head-

Clearly the Centre for Educational Disadvantogo has o major interest in this field, but perhaps a unit with our terms of reference.

cace ought to be concerned with the promotion, development and monitoring of curricula for these groups.

"What are we teaching?" What should be the content of our courses? How wide lta scops for particular groups of students? Hew should it be structured and acquenced? Ought there to be a bulanco of subject

One eren hero is the halence of vocational and general education alemonts within further education courses. TEC, for instance, has reserved 15 per cent of its programme time for general and communication studies to help broaden the courses it validates and to promote the dovelopment of self-con-fidence, personal qualities and decision-making powers in technician stratents.

making powers in technician students.

BEC will not prescribe on additional element of general or liberel estudies but doclares that the use of "clear simple English" should be encouraged throughout its courses. The TSA is currently converting the idea of a liberal element in training and further education to the more vocational concepts of communication, life, and social skills, it would be interesting to determine whother all these opproaches are equally

what grounds de wa justify courses and deci-siens about thair content and structure? Whence do we darly our objectives and by what processes? What ends do we want to

whot processes? What ends do we want to echlove?

On the 16 to 19 front these questions could lead to e consideration of the relationship hotwoen general education courses and those which are obviously more vocational. A curriculum unit could help to loy bare the principles and values on which courses are based and to comment on their utility end sultability for students in contemporary society. "How are we tenching?" What methods and resources should we be using end what approaches may be implied by our purposes and choice of content?

There are specific problems in teaching the

There are specific problems in teaching the less able or less contivoted in further education with which o curriculum unit might be abla to help. It seems that work experience ur workshop-based octivities cen stimulate the desire to learn in soons students whose propositions openioned by the for them against previous experiences hove ser them against education. Research is noeded into especis of experiential learning which can help in the teaching approaches to these groups.

the teaching approaches to these groups.

"How do the mensure our effectiveness?"
Indeed, what do we mean by "effectiveness"? What types of test and examination are appropriate to our aims and teaching mathods? And how do we esteblish criteria for measuring our auccess oversil?

Here a curriculum unit might be able to assist in dovoloning testing instruments and

evaluating new courses. Similarly we note to gother evidence of stoff training need when act types of course have to be planed and tought. Perhops there is a role here for a central unit to develop measure of review for others and itself to employ. A major test for the Unit will be whene the advice it gives DES and other bodies it received and acted upon, and whether is devalopment atthities are effective in the field. I hope that the relationships below will be such as to avoid conflict, but the will be such as to avoid conflict, but then may be times when differences of options are inevitable and then our cemmad of reason and persuasion will be at a premiar to the court of the c

reason and persuasion will be at a premise.

In his opening remarks as confirms a the first meeting of the management bank John Tomilason expressed the hope he would be able to look back in the or four years' time end see that the Unit il been oble to:

hall been oble to:

Fire the imagination and enthusiasa of some of the teachors in further education, in stimulate their awareness of problem and null encourage them to seek new skills to deal with these problems;

Publish up to o dozen well-argued and well-written popers which face major issues honestly end in a constructive fashio;

Put teachers with similar interests and requirements in touch with each other and with centres of advice and assistance through an information system; n information system;
Improve some of the relatiouships between

fucthor education and schools and asset in forging stronger links between education and training at various levels, and between education, ludustry, commercs and the public

Open some windows on Europes think-lug, to influence as well as be influence Unit has set to work. It will depend my lergely upon cooperative efforts with its partners in further education to effect subcontional change in any substantial my.

Geoffrey Melling is director of the FEU. This orticle is a shortened version of a talk given at the summer moeting of the Union of Educational Institutions. Copies are excluded free from the FEU. Elizabeth lique, York Rood, London, S.E.1.

# Thirty years on

Deryck Mumford

the changes in

further education colleges

The far-reeching changes in further educa-tion colleges during the last 30 years have been e result more of occident than dell-berate placeing, more of individual initiative than official ection. The lusterical perspec-tive is not yet long enough for unequivocal judgments, and I cae only give e personal view of the events which have been ef most significance for the development of further

The first, and most imported, was the conversion of the school certificate/higher certificate to the GCE system, though it is cerificete to the GCE system, though It is highly unlikely that the consequences for the further education system played my port in the deliberations. The school cerificate and higher school cerificate, being group cerificates, required full-time study and se remained a near monopoly of the grammar schools. With the single subject GCE system the coverell qualifications, which opened the route to the professions and higher education, could be equired through the parttime methods in which further education had long specialized.

recimient schools never appeared et all.

The system of selection in 11-plus, know of ever refined, diways ellocated a substantial minurity of young people with significant ecodemic petential to non-selective schools. For those tew under-privileged the further education system in its traditional role soon bogan to provide GCR courses. By 1962, further education colleges were anrolling in GCE 0 and A level courses more than 33,000 full-time, 20,000 partitime day and 116,000 prening students. Ten years later full-time GCE students humbered over 71,000 and constituted neerly half of all full-time against development of GCE courses provided. The system of selection in 11-plus, intweever refined, diways ellocated a substantial minurity of young people with significant ecodemic petential to non-selective schools. There were two vitally important consecutions of the collective schools are the selection of the collection system in its traditional role soon bogan to provide GCE courses. By 1962 further allucution colleges were arrolling in GCE 0 and A level courses more than 33,000 full-time, 20,000 partitime day and 116,000 ovening students. Ten years later full-time againstituted noerly inife of null-time againstituted noerly inife of full-time againstituted noerly inife of full

reute to the professions and higher education due tion, could be ocquired through the partition methods in which further education had long specialized.

At the same time, in the early 1950s, strength were beginning to show in the new secondary system. Some of the premises of the 1244 Act were appearing somewhat increasing in maturity and sophistication, temislated. Young people did not fall that specialed many pupils from silective schools veniently into three distillet groups as the Spors report had suggested; indeed the group whose attributes were supposed to justify the provision of separate secondary technical schools never appeared et all.

The success of further education colleges in preparing structure for GCE 0 and A level hall other consequences which may provide a few days of the further education and increasing in maturity and sophistication, specially like form route to higher education and the professions. Wall-informed parents, saw they could have the best of both worlds by actually their children to independent.

The success of further education colleges in preparing structure for GCE 0 and A level hall other consequences which may proparing structure. The educt consequences which may propare and less of formed, the further education to the consequences which may propare and less of the under the form out to higher education and the professions. Wall-informed parents, saw they could have the best of both worlds by actually first contents. The success of further education colleges in preparing structure. The educt consequences which may propare and less of the further education and the consequences which may propare and less of the consequences which may propare and less of

atoff and grontly increased the varioty of experience within it. The humenides, arts and sociol sciences were represented adequetely for the first time.

The success of further education colleges in preparing students for GCE O and A lavel had other consequences which may profeundly effect the future institutional structure. The solution and the professions of the future institutional structure. The solution and the professions of the future institutional structure. The solution and the professions of the school fakin form. But choice is expansive abd in a period of the control regime, attractive to young people to maintain and many number of the cotions. At present the existence of two routes to ligher education and the professions offers o possibility of parents of two routes to ligher education and the professions of the cotions. At present the existence of two routes to ligher education and the professions of the cotions. At present the existence of two routes to ligher education and the professions of the cotions. At present the existence of two routes to ligher education and the professions of the cotions. At present the existence of two routes to ligher education and the professions of the cotions are received to notice the absence of choice when the order of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of the existence of two routes to ligher education and the professions of the existence of two routes to ligher education and the professions of the existence of t

The change to the GCE system allied to the failure of 11-plus salection methodo et a time of social change when education became a right tester thoo e privilego therefore brought radical changes in the further education system which were unintended, unexpected end, in meny quartero, unwalcome. Intotition old however riley to pair in the third force which changed the nature of further education although the magnitude of the change certainly exceeded the hopes of those who initioted it.

as ane of the somitful educational document

of the twentleth century.

There had elweys been some unsess among the more forward-looking collegs Principals and members of staff about the vary restricted alms of most collega courses, their leck of recognition of traditional, liberal sed humane valuas, and the absence of community and corporate life and ectivities through which civilized secial attitudes and column treditions might be passed on. The report drow ettention to all these defects and the ways in which some collegas were trying to

remedy them.

The report attracted an unusual degree of public interest; lucid and challenging, it was widely read and warmly welcomed by many colleges and local authorities. The hithere scattered support for liberalizing the content the ambiboce and the administration is further education, was drawn together and strongly reinforced. Gradually the opposition and hostility of the guardians of the older treditions of technical education was ored powered and the issue by the DES of circular powered and the issue by the DES of circular strongly reinforced and the issue by the DES of circular parameted its final overthrow.

No one would claim that colleges today.

No one would claim that colleges today always exemplify or encourage an awareness. of liberal, humane, civilized values, that they have of liberal, humane, civilized values, that have yet found the best answers to such problems as the content and alms of liberal and general studios, the organization of the dent welfers and tutorial support, of the development of o satisfactory range of exust curriculer ectivities through which student may develop their interests.

may develop their interests.

The fact, however, that these responsibilities are recognized and accepted must be less are recognized to Borls Ford, to Edward largely ettributed to Borls Ford, to Edward Hutchinson, the wise and far-seeing former secretary of the NIAE, end to all those who helped them in the preparation of Liberal Education in a Technical Age.

This, is on extract from a paper given of Blackpool at the summer meeting of the Association, of Colleges for Further and Higher Education.

Deryck Mumford: was principal of Combridges in Company of Combridges of Aris and Technology from 1948 to 1977.

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SCHOOL STRONG N.W.10 Challed Strong N.W.10 Challed Strong N.W.10 Increased 1972 11-18. Holl at Present 1972 11-17, slage 2 row boing compiled Excalent facilities. The action has had good sind srds so far and hopes to manked them as it grows to full alps.

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KINGSWAY SECONDARY

i London Oorough oti LFTTE ILFORD SCITTOL Browning Hoad, London E12 SBT Roll: 1.512 Hosd Teachor: Mr S. D. II. Androws B.A., M.Ed. Coquired Soplember 1977; Scale 1 TEACHER of COMMENCS ACCOUNTS and TYPEWHITING Abilty to other a little lower school French, would be an advantage. Curnham Braios, plus Londor Allowaces £402, plus Social Priority Allowance £201

Melropolitan Borough of Rochdale

EDUCATION DEPARTMENT HIGH SCHOOLS

LITTLEBOROUGH HIGH (11-16)

FRENCH For one term only up to 'O' level, Scele 1

ENGLISH, FRENCH EUROPEAN STUDIES For Septembar, Socie 1.

For those poste, application should be by latter to the Hard at the School, giving details of ege, quellications and experience, logalher with the names and addresses of two relerses.

INSTRUMENTAL MUSIC SERVICE Cectiomero Sohnoi, Tweedain Street, Rochdeje OL11 1KH Required for September, to leech in the Authority's Schools and Music Centres.

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Posi Burnhem, Soele 1. Cer usere ellowence peyebla.

Application forms from and raturnable to the Chip Education Officer. Education Depertment. Municipal Officee. Manchester Old Road, Middleton, Menchester M24, 4EA. Pleesa enclose a loolecap stemped addressed anyelope. Closing date: 19th August, 1977.

# Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

#### PRIMARY SCHOOLS

BAMFORD COUNTY PRIMARY (4-10) Belgium Sireet, Rochdale OL11 5PS Tol: Rochdale 31486

#### C1 TEMPORARY TEACHER

for one year, Scale 1. This lixed time eppointment is for a teacher In liked lime eppointment is for a teasing to take a second yeer intends clees.

Expertise in and commitment to the use of i.T.A. is essential, A sensible epproach to transfer to plus .0 is also demanded.

BELFIELD COMMUNITY AND NURSERY CLASS (3-10)
Semson Sireol Rochdale OL18 2XW SCALE I POSTS

#### G2 ASSISTANT TEACHER

(Juniors) Dullee will include language development work with lower juniors, themelic work with smoll groupe from the whole junior age range games (girls or boye) and responsibility for one arise of community education (an intercet in Adult Literncy would be useful but offer subjects can be suggested). The person oppointed innel be willing to work on evening or weekend essaions as part of their tensorson week. (2 posts.)

#### C3 ASSISTANT TEACHER

(Nursory/Pro-School) Dulles will include leaching live sessione in the Nursery, edvising the Playgroup Committee, organising the Toy Librery, house viciting (pre-school children) end possibly organising courses for parents. It may be necessary to work on evening or weekend eeestone ee port of their ten eession week.

#### C4 TEACHER OF INFANTS

For the above posts it is necessary for the appointed parsons to be committed to the concept of community education.

BRIMROD COUNTY PRIMARY (4-10) Holborn Street, Rochdale DL11 4NB Tel: Rochdale 47148

#### C6 RECEPTION CLASS, Scale I

CALDERSHAW COUNTY PRIMARY (4-10)

#### .ce JUNIORS, Scale 1

For older juniors in this sami-open plen school. An interest in Boye Games and Audio Vieusi Alde desirable. A Commitment to co-operative

CASTLETON COUNTY PRIMARY AND C7 JUNIORS, Scale

#### C8 INFANTS, Scole 1

CROSSGATES PRIMARY (4-11)
Kilin Lana, Milnrow, Nr. Rochdele OL18 30R

#### ca INFANTS, Scala I

An enthusiasiic leacher le raquired lor en innt vertically grouped class in this Open Plan Sonon:
The eppointed person will be responsible for the byerall development of their children in all areas of the curriculum, but should have an expertise which they are prepared to shere

DEEPLISH COUNTY PRIMARY (4-19) Oprby Street, Roondale OL11 1LT Tel: Rochdale 47584

#### C10 TOP INFANTS/LOWER JUNIORS, Scale 1 Sociel Priority Schools' ellowence payeble.

Experisnce in the toaching of immigrents en

GREENBANK COUNTY, FRIMARY (4,10), Greenbank Road, Rootidale OL 12 OHZ Tel : Rochdale 47923 C11 RECEPTION CLASS, Scale I

#### HEALEY COUNTY PRIMARY (4-10)

C12 Scale I

With an interest in intent work: Ability to play the plane an edvantage. New Open Plan School opening in Septembar.

HILL TOP COUNTY PRIMARY (4-10) Hill Top Drive, Rochdale OL11 2EB Tel: Rochdale 48019

#### C13 RECEPTION CLASS, Scale 1

LOWERPLACE COUNTY PRIMARY (4-18) Kingsway, Rochdela OL16 4UU. Tel i Rochdela 48174

#### CLASS TEACHER

To take mainly 9-10 year old children and in

र पान कार करते के सम्बद्ध के देश कराया कार्य के इ. के के के के के बाद कारण करते हैं। एक कार्य के के कार्य कर क

addition to be responsible to the organisation of Boys' Games, Athletics and P.E. (including extra-curricular activities) in the upper part of the school. Please state eny special interests or qualifications. Scala 2 post available for a suitable applicant but explications from col-

MARLAND HILL COUNTY PRIMARY (4-10) Roch Valley Wey, Rochdele DL11 4QW Tel: Rochdele 47147

#### C15 PHYSICAL EDUCATION

Teacher whose main interest is the physical education of boye, special interest in soccer, ethletics and eximming and a desire to teach the junior ege range of the school would be welcome. The school lies to own gymnesum. An interest in music would be equally desirable, Scala 1.

MEANWDOO COUNTY PRIMARY AND NURSERY CLASS (3-10) Churchili Street, Rochdele OL12 7DJ Tel: Rochdele 48187

#### C16 NURSERY

To take charge of Nursery Claes. Nursery

MODRHOUSE COUNTY PRIMARY (6-11) Crossley Street, Milnrow, Nr. Rochdel QL16 4DR Tel: Rochdslo 42742

A cooperative approach to teaching is desir-DAKENROD COUNTY PRIMARY (4-19) Bury Roed, Rochdele OL11 4EE Tel: Rochdele 47531

#### C18 SECOND YEAR INFANTS, Scale I

C17 RECEPTION CLASS, Scole I

**QUEENSWAY COUNTY PRIMARY AND** NURSERY CLASS (4-10) Harliey Lena, Rochdole OL11 2LR Tel: Rochdele 47743

#### C18 JUNIORS, Scola 1

For older Juniors. Muel heve a commitment to modern primary method and a willingness to organize end advise on Girls' Gemes.

#### C20 INFANTS, Scole I

Teacher required for vertically grouped clear of intents. Must be obtain identify the needs of young children and organize end operate an altreotive claseroom in order to sellsty these needs. Enthusiasm for language development exception.

SMALLBRIDGE COUNTY PRIMARY AND NURSERY CLASS (3-10) Kenimera Avenue, Rochdole OL12 SEE Tel: Rochdale 47533

#### C21 NURSERY, Scole I

Sultebly qualified for Nursery Claes.

SPARROW HILL COUNTY PRIMARY AND NURSERY CLASS (3-10) Sperrow Hill, Rochdele DL16 1OT Tel: Rochdele 47589

#### C22 INFANTS (Two posts) Scole I

Required for Seplember or as soon as possible etterwards. TWO teachers. Societ Priority Schoole' Allowance peyable. Exparienca with immigrant children destreble but not essential. Applications from leschere seeking their lirst eppointment welcomed.

ST EDWARD'S CE PRIMARY (4-11) Henover Straet, Rochdate OL11 3AP Tel: Rochdele 31785

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# EXTRA

# **EFL**

# World pilgrimage

R. W. Noble examines the British Council's work in TEFL/TESL. His analysis relutes the Government think-tank's recommendation to abolish and/or rechannel the Council's TEFL and related cultural work



The British Council stand at the Belgrade Book Fair.

la many non-English-spenking wintries overseas, however, the kinks Council's roputation for excelence in TEFL/TESL ottracts numerous requests for help. Relpients which ere approaching conomic take-off are now often bying the Council'e package programmes: for instance, three Soudi habian and Iranian universities have retained the Council to apply curriculum designera, course where, educational equipment, end tacking personnel to carry out fregrammes in English for Specific imposes (to facilitate Roglishmedum iostruction in medicine, agioserlag, and other technolo-

Ref 1977 to 1978, the Council's lastin Teaching Division (excluding Division (excluding Division) (excluding Divis The Council service training courses to be inservice training courses to be inservice training courses the increasingly recognized need to overcome "felse analogies" in the council recruits for highly the council so overcome "felse analogies" overcome "felse analogies" the increasingly recognized need to overcome "felse analogies" the course the twant the various semantic light the course the twant the various semantic light the course the twant the increasingly recognized need to overcome "fel

The British Council deploys the greatest array of experilse that cuties supplere for the teaching of English as e foreign or second language (TEFL/TESL). Few seem ware of this in Britahi, except the EFL/TESL teachers, researchers and matterles. The must council's cated example of this is probably the Council's cated example of the English Teeching Information Course designer out the Council's colored Advanced Council's reputation for the Insurance of the Council's cated example of the English Insurance in TEGL/TESL ottracts should be in the Council's colored and being the Council's reputation for the Council's reputation for specifically local markets. Similarly Arch lacaduarters.

In many non-English-spenking with the Council's colored and being the Council's reputation for specifically local markets. Similarly arch lacaduarters.

In many non-English-spenking the Council's reputation of the from ollar process of British books such as Hornor and the Council's reputation for the Insurance of the Council's cated example of the English is probably designer of the Council's cated example of the English is the attraction of the Council's cated example of the English is probably designer of the Council's cated example of the English is the attraction of the Council's cated example of the English is the attraction of the Council's cated example of the English is the attraction of the English is the attraction of the English is the attraction of the English is the Admittant of the Engl

is lecohdary schools. In addition, is also a trusted individuels to use English.

Council's bron or affiliated in addition, is also a trusted in relatively prosperous places and commercial levels of fution.

The Council's bron or affiliated in addition, and in relatively prosperous places are used in relatively prosperous places are commercial levels of fution. The Council's also a trusted in the Council's also a trusted section of the council's course designer was requested to plan e course that would prepare students to communicate efficiently in subjects of study such as hasic agriculture and elementary

for specifically local markets. Similarly, the Council ettracts the sands of everseas visitors each year, cepocielly from Western Europe, to study English in British language schools or to buy British materials and expertise.

The personnel of the Council's English Teeching Division heve heen foremost in the exciting new field of developing the meterials pedegogical methods and applied linguistic theories appropriate to teaching English for various specific academic and occupetional purposes (ESP) in science and technology. Their Pald Educational Services peakage for the engineering one medicine faculties of King Abdul Aziz University In Saudi Arable is, se R. X. Hindmersh, of the Council's Counter of the English medium study settings."

Here the linguistic retionals is the increasingly recognized need to evercome "felse" analogies"

of education, the inacovetory direct settings of the methodologies, often seems "counter literary" After all, if overseas literary and methodologies often seems "counter are demanding the means—the relevant registers and styles of English Language—for adopting verious Western technologies, perhaps they have a right of eventual eccess to some of the great works of English Etarary art—at least from Western Blake through Dickens to D. H. Lawrence and Orwell—that explore Western man's spiritual triels and social tribulations in surviving those laterary act—at least from Western Blake through Dickens to D. H. Lawrence and Orwell—that explore Western man's spiritual triels and avences for so long. This seems paradicularly pressing if the learners we find the first property out, in the material and social works.

English literature including its non-British branches) gives the language its most complete expressiveness, revealing the experiences with which thet learners are demanding the means—the relevant registers and styles of English Language.

For adopting vervious property of the great vervies of English Language.

In a counter of the country of the country of the property of the cou

siveness, revealing the experiences with which that lenguage has been intertwined in the life of English-speaking communities. Even the Council's brief "Writers and their Work" penaghiets (shough F. R. Leavis in his study of D. H. Lawrence has demolished certain of these), provide several instances of exemplary literary culdicism that has much to olfer, es. H. G. Widdowson has suggested, towards devising o workable model for teaching the English first is needed by overseas "scientists and technologists.

Moreover, the Council's English Teaching Division la well placed to function in tandem with its literature department and drama section, which should be encouraged to sponsor many more vital non-prestige projects such as the

continued over

Sandra Nicholls, Pairick O'Shea and Tony Yeedon

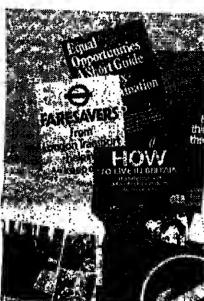
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nutritied from previous pressure sections. In the same schools tours last year of pairs of Shakespearian glavers, or the samudating fectore/trading from some years ago by the Atrican movelist, Chimm Achehe.

The British Council, like the Bits is Independent enough from British givenments and commercial interests to win the trust of a beste cross-section of sensitive harge cross-section of sensitive and accasionally influential friends overseas. This, paradoxically, relationally influential friends of British governments and bosiness enterprises as well as the British public generally. Lord Ballantroe (the Claiman of the Council before C. II. W. Troughton of W. H. Salih recently nonk over the post) has observed (about the post-1972 spending curs) that mony overseos friends of Britain were altenoted by the trimming or ahandonment of Council commitments to majoratin libraries, to post um TEFL/TISL Indivisity proficers, and to keep up other services. The British Council lines needs to lave its Independence by the foodloop. The foodloop of the post law of the council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the Council lines needs to lave its Independence by the foodloop of the

nalvisory officers, and to keep mother services. The dirtish Council blus needs to have its Independence preserved as well as its familiag assured, so as in sustain its unique raison d'être and innovative mothes operandi.

The life of n conscientions Cooncil servant, harassed as ho might sometimes be by thuse boreoccrais within who fear the ghilistines without, is also a creative pilgrimage that deserves support. In his accumm of how certain bureautiats unceremonitoosly removal him from Thelland officer the hicolopolice had assauked blue when he was innocently passing a brothet, the poet, D. J. Enright (somalina Council-appointed Professor of English), encapsulates this humm aspect of the Brilish Council: "A blessing on its heal | Cringing ona's way out of one's infice, a broken man, an exposed pernographer, whoremonger, dipsonumice and oplum oddict, one's palatter term to ribbons, one would enter another office to find oneself e hero of kabour, an expert, a distinguished academic, besunght on elmost bronded knees to be gracious enough one's sweetness and light. . . . I do not speek in scorn."

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some of the topical material and alfusions may soon date. I must confess that I was puzzled by the advice, given at the end of the first section, that "English atress is like the beat in jazz." But the main purpose of the book should be successfully achieved, as the soggestions fur conversation work are interesting and thoughtfully constructed.

Training Point is the third book of the foor-part course, Access to English, an excellent series which takes obsolute beginners up to intermediate level, making use of optional audio-visual meterial. Hero are 15 clearly written texts about Arthur end Mary Newton, a young married couple. They go flotininting; he enrols at e polytechnic; she gets e job in e travel agency (though this part of the story is not devaloped); they go to the theotre; and so on Eech piece of narretive is sopplemented by informative writing, diologues, and reproductions of such "primary sources" es a leaflet lesued by the National Westminster Bsnk and an advertisement for Dulox Carpet Squeres, all of which make the varied exercises in oral and written Englisht more interesting and immediate. Traning Point is the third book

of characters—24 in all, whose plotographs appear at the heginning. The text is modern, animated, and unperlantic (\*Where alld you use in live, Dad's account the first page of the first onit). The inventive visual presentation includes photographs and reproductions of letters, reports, and advertisements in a variety of typingruphy and handwriting.

tisements in a variety of typingruphy and handwriting.

Robert O'Neill in Interaction (which is accomposited by tapes or eassettes) emphasizes training in communicative skills as his primary objective, but he also hopes to "achieve the first alm in such a way that the learner is also prepared for the Cambridge First Certificato" end similar examinations.

have produced over the past lew years sone lively onal imaginative rectabouks, with a serupulous awareness at the same time of that the axaminations demand.

Michael Knight's Kris to English, included the axaminations demand.

Michael Knight's Kris to English, inconversation included for use in conversation included in the Teacher's Golde, is "to teach studied to "achieve the first ulm in such a students to speak English hetter."

Sindents who cas it should have students to speak English hetter."

Sindents who cas it should have lad to the teacher to the transport of the teacher to the teach

for supplementary textbooks.



of the continued and the conti



of it."

In the first and longest section, Essential Structures and Connectant the texts on which the exercise ere based include factual and later mative passages (ebout learning English, take-over blds, sad lik detectors, for example) and delectors, for example) and delectors, for example and delectors, for example and kills end humorous). The exercises which deel with atructure, grommar, idion, conversation procitice, and compettion are progressively planned, rovising and extending the basic knowledge and skills the student is presumed to invo ecquired in previous study. (One often has to presume that o Profieloncy student has such knowledge and skills, othough the many not always be so—for extilligate in not a prerequisite in entering the Pruficoury examination).

# Doctored prose

THE TIMES EDUCATIONAL SUPPLEMENT 12.8.77

A. J. Baird reviews a language learning series

A. J. Baird reviews a language learning series

behic Opinian. By Frank O'Conoor.

Series 19 (1993) 9.

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### Own write Peter Bostock

remains the particularly English sospicion that some people are born wilters while others are not, and that no amount of prescriptive teaching one and the particularly english Pictore Dictionary.

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Thing which claims to be a dictionary any from having such bizarre and obscure words in its lists and from constituting the more practical.

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# When you've found the word you're looking

obscure words in its lists and from contring the more practical.

Causideting it is basic enough to include words like man, wuman, house and so on, it really is perversa to include such objects in its limited space as cocoo pod, eclipse, frond, hand grenade, jodhpurs, hama, was tuck and vulture. Needless to say it leaves out anything oseful like rhe names of shops and words like foot, hungry, pain, ill, sick, please, thank you, yes and no.

The publishers' blurb claims it to

The publishers' blurb claims it is for those "who wish to bolld up their vocabulary". It may be helpful to those who like learning for its nwn soke or those who feel they need to build up a porticular area of their vocholary in case they get on miseen on on obscore topic in an exom, but for those who ectuelly want to communicate be Facilet to

is merely frustrating.

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explained within the vocabulary or the dictionary.

It is to be hoped that mayone con-fronted with a eboica of these two dictionaries isn't seduced by tha colour printing of the first or put off by the aber appearence of the second—the latter is both more comprehensive and work precise.

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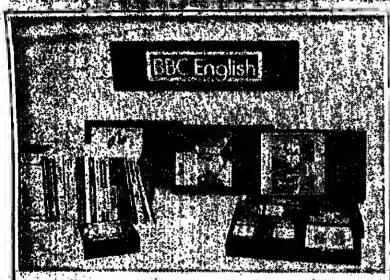
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The pedagngicol contention that a language, and in particular English, nught in be tought in its spokent form before the learner is exposed to its written farm, though occaelouolly justified on historical grounds (and the historical primacy of spoken lenguage is not disputed) is more often bosed on the essumption that the orthography of English is hopelessly irregular and unpredictable. One can detect here

frequent racourso to visual and substantial to be true that it is a situation question to provide a transfer situation through the when eolightened educationists odvocate an integrated opprace to language stuly, many linguists are still seen to be thinking in solely synchronic termo when it comes to explication. The reason is not for to seek, for to most people dischrooic linguistics means the study of Letin, Greek end Sanskrit, Grimm's Low and the intricucles of the Greek to convince the average language to convince the average language teacher today.

Tho postponement of the study of the written form of English in the teaching of it ee a foreign language is abosed on a pessimilative of the orthography, the assumption that when the foreigo learner is finally confronted with a written early she written text his carefully acquired pronuncietton of the new language will suffer a sether, on one of the study of the written form of English in the teaching of it ee a foreign language is a bosed on a pessimilative of the orthography, the assumption that when the foreigo learner is finally confronted with a written early she written early confronted with a written early she written to red the content of the study of the orthography, the assumption that when the foreigo learner is finally confronted with a written early she written to red the content of the study of the orthography, the assumption that when the foreign learner is finally confronted with a written early she content of the study of the written form of English in the teaching of it ee a foreign language is a bosed on a pessimilative of the orthography. The book by Colin Mortimer, has the book of the orthography the substitle \*Naythm\* in Conversor David Abertonic transfer in the content of the study of the written form of English in the teaching of the discussion of the new learner of the study of the written form of English in the teaching of the discussion of the new learner of the study of the written form of English in the teaching of the discussion of

on in the study of the lenguage. Mstters would he a grent deul casier if,
in the study of the student's morner
tonguo, the atudy of speech went
hand-in-hand with the study of writing. It is e plty that the study of
speech as so-called "elocution" hos
fallen into disrepute. One must
admit that the cooservotive stitudes
of many teachers of speech in the
face of diverging patterns of formel
and informal behaviour heve contributed to this failure. Yet there are
good arguments for establishing
Speech as a necessary part of the
reguler curriculum. To do so we
should heve to redefine Speech not
ns a prescriptive system of training
in Received Pronunciation or some
niter ntodel but as something
broeder and of more immediate relevance to everyday language use.

elonolly justified on historical primacy of spoken lenguage is not disputed) is more often bosed on the easumption that the orthography of English is hopelessly irregular and unpredictable. One can detect hera e product of the tweotieth-century linguist's precocquation with synchronic atudies and his perhops unconscious postponemiant of the inevitoble ultimate synthesis of the eynchronic aud diachroulc disciplines.

Most of these hooke eccept without question the separation of the spoken and written languages end attempt to deel with the spoken and written languages end attempt to deal with the minimum relinnee upon written texts and with frequent racourse to visual each time when collaborations at the standard points at the second collaboration of the spoken and written texts and with frequent racourse to visual each collaboration questions can, be based, a situation question through and a structure of the second collaboration to provide e transfer situation through and second collaboration in the teachers and in the teachers and in the teachers and in the teachers and and the historical primary in the teachers and of more immediate relevance to everytay language use. With that sort of extitude to the study of the mother tongue we should be hetter prepared, os both should be hetter prepare

The first eight chapters of Speak English English provide partice in pronunciotion, strest as intonetion. The lost two chapters which are es long so the other particles to present the Cambridge First Certificate Examination.

Examination.

An important fenture is the extended treatment of weak farms which are dealt with in detail. The hook ouffers from the followbleh over-olmplification bright. It might he thought necessary, for example, to introduce the life of occondary eo well as primary streated one wonders if it is practical to deal with erress eod intention seporetely in chapters four and five.

The Pronunciation of English is designed for Dutch learners of English. It edopts a contrastive approach. Like ell the preceding books it is hased on descriptions of books it is hased on descriptions of includes other varieties of spoken English, for instance General Anterican, General Australian and Scots English. The authors expressible the helief that a passive knowledge of other varieties may not be so expends ble attaitable of tencher of English as it is perhaps still considered to ba at a trabute of the pronunciation exercises and of the promunciation exercises and of some of the intension examples is available.

Elsle D. Smelt's book takes the view that the spelling of English is more regular than most learners helleve and it is intended to be given but elsn to native speaker. The

# and as she is written

Creetive Reading and Writing, By
F. Merat and M. Febre.
Collies: Macmilian £1.75. 02 970440
Several times, but without recourse to e dictionary, so that the general meaning and mitures attacks in prose are taken in

This book was first used in the English department of the University of Perls 8-Vincennes, where it was discovered that, given certain metterhels, abilities in reading and comprehension rapidly outstropped awas, oral, and writing skills, and controlled to improve these coding to used to improve these codings.

The extracts are followed by questions testing understanding structurel, grammar and vocahulery items, and practice in eliminarizing, back of the book, so that a student can work independently. The problems of the used to improve these can work independently. The problems.

The book evokes an active is desired with an expendix (though not all instances are covered).

English and American writers with subjects and actions as diverse as Samuel Pepps and Melcohn X, and iterary forms ranging from o consulter report on smoking to n poem by T. S. Elsot.

Simplification of actionary has been self-fund the controlled to the controlled t

Readinge in Engilah by Walter Pauk and Josephine M. Wilson

by Walter Pauk and Josephine M. time.
Thie agries of four books provides
e carafully graded reading course
for the study of English account lenguage. They are not account lenguage and highly motivaling and highly motivaling and highly motivaling. Interseling, and migray hatch selections about exciting hatch cal personaliles from Arab and bory, significant incleans, and clearly significant incleans, and clearly significant incleans the bory, significant incleans the limited incleans the limited incleans the limited in the limited incleans the limited incleans the limited incleans the books progress. In the U.S.A. the books progress. In the U.S.A. the books progress. In the U.S.A. the books progress. In the licit inclear in the server of intermediate level of the server of intermediate level of the server of the licit inclear in industrial training programmes, evening colleges, and professional courses.

# Which is the mother tongue?

Barbara Cooper

Many children whose mother tongue is not English make slow pragress at school in Britain, and the reasons for this, an doubt, arise from complex social and cultural factors. One of these is the language difference, and yet it seems that this is considered a prohicm only when the child abviantly has a poor contenud of English and needs language nand of English and needs language

the child abviously has a poor command of English and needs language lessons.

There are, however, many child ten who oppear the speak "perfore English", having perhaps spent all their lives in England, hut who do not speuk English at home, and in these cases the linguistic factor is often not considered relevant to kaning problems. The occarcity of literature on educating childran in a foreign language, however, seens to indicate that there are, indeed, tearning problems.

Some studies were made in the filles by Unesco experts. Their reports were cubecrated with the problem of primary schooling and ha teaching in literacy in areas where there are perhaps only a few thousand speakers of a language or dialect. The most proctical solution would seem to be to educate the children in the language of sider application most likely to be useful to them—their afficial government language, or possibly a word longuage such as English or Freach. The Unesco experts concluded, however, that this would not be the hest thing for primary school children. It was felt that he besis for the written lunguage skills as they are learned at school must be the spoken language which has been learned at home. Rhingualism was condemned as a disadvantage to a child.

Not all investigators egree with the Unesco experts on bilingual-

Not all investigators ogree with the Unesco experts on bilingualism as such; the ottitude towards bilingualism seems to becoming more positive. Since the Second World War some valuable work has been done much incre appreciate been does, much more apposite than earlier studies, in as much es the problem studied was indeed that of two languages and not that

of longuage media of instruction.
Thus it would seem that if all other relevant variables are controlled, the position of the bilingual has certain mivoutages over his monoglat hrother. One recent study by Peal and Lambert (The Relation of Bilingualism to Intelligence, at 1962), fmr instance, concludes that workal and non-verbal tests of intelligence.

The busic reason for the Unescan concludes the superior to manulinguols on both verbal and non-verbal tests of intelligence.

The busic reason for the Unescan concludes the superior to manulinguols on both verbal and non-verbal tests of intelligence.

The busic reason for the Unescan concludes the superior of the full register of une. Differences in four interestation in which he uses it, but has difficulty using it in others. He speaks of the full register of une. Differences in four interestation in which he uses it, but in others. He situation in the interestation in the interestation in our i

unil uniderstaniling. Sociologicelly, it is a onemic of the entimentary to which the belongs, Enlucationally, he ilearns more quickly through it them through an unfamiliar linguistic medinary (I)noseo, The Use of Vermicular Languages in Education. [1953].

Mastery of the mather tongue is naturally achieved by a child living it his hanto country oud heiog cducated in the language of that country, by the exclusive use of that mental pracesses are mature. If a child is in dally contact with mother lunguage, he will lesra this second language to a high degree of proficiency, but unfortunetely, not in addition to but of the expense of the first. The second Isnguage but not the mother tongue; there may even be confusion about which is the mother tongue.

A child being chucated in a forelga language may become hillingual in the sense of having equal competence in two languages, but usually he will have mother tongue courpetence in neithar. He is not truly biliugual, but thereby the immerse two lenguagee occur in delly. In where two lenguagee occur in delly.

will epeak to that in the locel dialect. If a husinessimu in s Rolls-Royce breaks the rear light of the csr of this sama Swiss aton in a traffic queue the onsuing conversorion will be in German.

A child who has learned English by contacts outsile the home, but who speaks a different language in the home, cannot know the kind of English spoken by parents to their children. This experience of the language is the basis on which an English child builds his skills of literacy. A child whose basic experience of the longuage is much more limited is at a serious disadvantage right at the beginning of his school life. An immigrant child living in Britain certainly needs to be proficient in English. The problem is that he cannot have experience of either the foll register of English or of his muther tongue, which he will probably use only at home and for close personal contacts.

All this should be taken into

bo proficient in Eaglish. The problem is that he caunat have experience of either the foil register of English or of his muther tongue, which he will probably use only at home nud for close personal countets.

All this should be taken into secount when planning tenching oisterials to help these children. Some consideration could also be given to the question of ilterncy classes for the different immigrant language groups in Britain so that their commod of their mother tongue may be less limited, and may be axtended to not knowledge of the written form.

English Idiom Stories.

By Peter Curran Stanley Thornes 9Sp. 85950 033 0.

This book consists of 16 short stories into each of which between 7 and 24 commouly-used idloms are worked. Those fincluded are listed and exploined after each atory, and there io e section of mutiple choice exercises et the end in the hook to test eccurecy in the wording of the idioms.

The stories are, as is to be expected, comewhat countrived, and the book could be disastrous if intro-



"Porosi" is o new series of 26 15-minute TV progrommes enconruging Aslon odults to Icorn to speak English. The programmes will be broadcast on BBC 1 nm Sunday mornings at 10.10 from October 2, and will follow immediately after "Nai Zindingi, Nnya Jeevon", the rogulor TV mogazine for Asian viewers. It is hoped that the whole fourly will watch, but the series is particularly mined at Asian women. Most of the programmes will be drome, following the lives of two Asian families. English is spoken in the programmes where it would mornolly be used, otherwise the lunguage is in Hindustani. Every fifth programme offers direct advice and information. Viewers wotching may learn a little English from the programmes, but the primary olm is to encourage them to seek tuition locally.

A houldet, olso called "Purosi" (to be published by BBC publications) contoins English dialogues on topics like education, housing, health, employment and transport, and information sections in Bengali, Hindi, Gujarati and Urdu.

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# Ship and sheep in Fenland

Nigel Richardson on the Bell School of Languages

Cambridge, Norwick and Bath throughout the year, the Bell School nf Languages elso runs a number nf summer schools for children of cight to 17. Two of these, comprising 15 tutors and 108 tecnagers. were held at the King's School, Ely, for nearly four weeks in July to

Ely is in many ways an ideal centre for en EFL course. A cathedral city with an unmistakebly English atmosphere, it does not hovo 100 many distrections from clossroom work, yet is within eosy reach of Cambridge (20 minutes) for shopping and entertainment, London (two hours) for eirports and boot trains, fenland and the

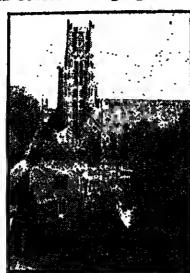
The Bell School's declared linguistic aims ou such courses are to The cathedrol, Bly unprove pronunciation and Intonation, to increase comprehension of Eoglish as spoken by English people, to widen students' vocobulory especially their knowledge of idiomatic and colloquial English, idiomatic and colloquial English, and to convert e pessive knowledge into a more scrive command of the language. Course members were therefore put through initial grading tests and then divided into groups of 10 to 12 for 28 lessons totelling 21 hours' formal teaching each week. Thesa consisted of work in language, spoken English and tha study of a specific text each morning, end o oumber of options groups in the afternoons including play-reading, current affairs, British newspeners, specific idioms end rentedlel pronunciation.

Once each week there were lecas pernoment, entication, and the origins of such treditions as the coronarion and highland genies. A specific pairt of each day was set adds for written "homework" in cluding o delly journal, and written reports were made on each student's progress et the end of the course.

The course director, Peter de Voil, believes it is important to bring die students into contect while English people whenever and wherever possible, especially with those who are not used to dealing with foreigners end who do not share the training and ossumptions of the EFL fraternity. Two afternoons were set eeide each week for "Environmental Studies". Each group, supervisad by its group tutor (who acts as e "form mester" pastorel figure throughout the course), wes seet out to make e detailed survey of e village neer by. Armed with e questionneire which eventually formed the besis of e project, pupils were ancouraged to talk with the local people, to make written ootes end taped interviews, and to find out for themselves information about local taped interviews, and to find out for themselves information about local history and geography, industry and employment patterns, transport services and the affects of the drought. Some valuable unexpected contacts were made here—one group discoverad a newly opened agricultural museum in Haddenham and one of its curetors who was happy to give a guidod tour of oeighbouring feniand, complete with photographs and reminiscences of the floods of 1947 and 1953.

Additional local contacts were made through a guided tour of the cethedral and his treasures, interviewe in the local merket, e visit to the megiatrotes court and by enter the interview local old member to the second talking local old people to tea. A number of foctory visits were brovided, including Hawker-Siddeley at Hatfield, Golden Wonder crisps (Corby), Wadgwood Class (Kings Lynn), Mélal Box (Wisbech) end the Greene Kiog brewery at Bury St. Edmunds. Afternoons provided e chence to go punitog, bresstubbing, digging for archaeological remnina, art and a wido renge of sports, culminating in a homegrown Olympics.

Bosides a number of evening trips to theatres and cluemas in Cambridge, filmshows, discontoques and an occasional lecture were arranged as the school. Full-day excursions included London-lunch in Hyde Perk followed by a trip ito the Tower/Parliament/Modians Tissauds/Rational Gal-



tenght; some German boys, he example, overe amazed that will would join in a disco. Amusement on the surprise—leter resignalisagreeted the British habit of former on the surprise of the surprise of the surprise of the British reserve. Two the their turn came to realize the sleeping in a public-school sylutormitory can be a considerable shock first time round for some from a country where even the popular probability. snock first time found for some from a country where even the boarding schools have inken-eprung muttresses and stiffing ap-tral heating all the year Not-Similarly in the classroom, when an executerated pronunciation as an exaggereted pronunciation soli is vitel in the early stages; the difference batween "ship" and it is not to 0 12-yesr-old in Barcelona.

As this erticle eppears, the

The cathedrol, Ely

Iery, then buy your own meal and do your shopping—important to make them exterience a big city on their own even if their English is not yet very good. Some went to York for the Minster, Castle Museum and the axcellent Railway collection, others to Coventry end Stratford for Romeo and Juliet. Woburn Abbey provided e variety of entertainment and a helf-day in Hunstenton gava them e chence to experience the uniquely British aspects of seaside tourism—"on interesting culturel experience" as one unusuelly serious-minded French student described it.

Both staff end students found their basic essumptions chellengent from time to tima. The atudents expressed surprise et dia high leval of contact between teachers and

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# Canterbury tales

Heather Neill at the Pilgrims language school

A Spanish student mimes gracsome

aged 6-10 years.

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A Spanish student minner graceome marrier to it rape which sho has prepared herself. Other students, and the students are not to be that learning English should be been as the beautiful of discuss the beautiful class are in large of this particular class are in large of the particular class are in large of the particular class are in their next common the use of dramu to bring a sorg silve (the subject on this occasion was "The Tell'rale Heart" by Egar Allan Pue) is typical of the sethods employed by Pligrins Lamsung Courses in thair geacher real-students and the reachers that the insulance of the properties of the sethods employed by Pligrins Lamsung Courses in thair geacher real-students and the insulance of the properties bound up with language instruction between the with

# Wordstores Peter Bostock reviews two

language texis

Using English. By S. H. Burton, Longuish £2.20. 582 42198 5.

Although this book is designed for nativo speakers in either sixth forms or higher education, teochers of English to advanced foreign leorners (those following postgradunto rourses for example) will quickly recognize its velue in their field.

It is a self-contained and treditional course, in that it includes grammar, coopertension and summary; end yet it is progrossive because it constactly moves beyond these sometimes rigidly interpreted oreas to e highly perceptive discussion of the various functions of written and spokan English. The student is oncoursed to look creatively end critically at how both he and others manipulets not ordy the underlying structures of lenguage but else their conclusion, when they come together to form ergumentstion or information.

This process is illustrated bead-It is a self-contained and tradi-

This process is illustrated bead-somely by a wide variety of well-chosen texts on a sould from science to htterature. "Apart from their chosen texts on a seals from science to literature. "Apart from their lattrinete interest, these erticles have been carefully selected for their clarity in demonstrating deficite leoguage ectivities like note-taking the anelysis of thought or the selection end use of vocabulary. Their main attraction, however, is that they occupy the common ground so importent to the interested layman, end can therefore be used with students from eliberkgrounds."

Rech of the book's seven sections can be used separately end provides exercises for both group discussion and private study, eltiquigh these ectivities sometimes interreact; for example whan students produce their own work, video or, teperecorded where possiblo, for group enalysis.

Both methodology end content are imaginative and effective; the book's only danger is that it may by trying to achieve too much, too quickly. Studedts will certainly need to be highly motivated to extrect the maximum benefit from it.

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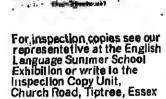
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The Times Educational Supplement

#### Modern Languages Special Inset

October 28, 1977

Annung the many articles planned for the Midnern Languages, inset on October 28 ore:

· Time inbling and motivation.

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# Textures of life

#### Geoffrey Broughton on language and culture

When a native-speaking Englishman thinks of the word rooj it is usually associated not only with house and building, but with sloping, rain, and roofing materials like sloping, rain, and even thatch. On the other hand, the English-speaking Maltese shows a different set of associations; including flatness, tenshing libres, children pluying and even twiternelous. The same word in the same language has a different conceptual meaning when used in two different societies.

Lenguage is part of a society's culture, which Sapir defined as the "socially inherited assemblage of practices and beliefs that determine the texture of our lives". Language

Lenguoge is part of a society's culture, which Sapir defined as the "socially inherited assemblage of practices and beliefs that determine the texture of our lives". Language tenchers are constantly reminded by embryouplogists, and sociolinguists.

ing in France includes "la vie et le nousée du peupla ctranger", o uvidely used language course in Germany Includes sections on Fog on the M1, the Royol National Lifeboat Institution, holidoy camps in Englend and the House of Commons, while thousends of foraign atudents at a higher level outually sit the Cembridge British Life end Institutions exomination. Countless English languaga clessrooms English languaga clessrooms throughout the world ora decoreted with mosters which propogate the British Travel Association that chedrottages undebedeater syndrome, and the writer oo a recsot visit to Hungary was histructed on the vicisatudes of Shakespeore's second best bed by a class of third-year students.

Studies)?

It is Irue that tens of thousands of people throughout the world use English natively without o knowledge of Magne Carta, Robin Hood or the Dupmow Flitch, Arguebly auch exponents of British culture are extra-linguistic, not occessarily familiar to every native speaker in this country, nor occessarily best understood when expressed to the English lenguage. There are, however, meny culturel fectures formally encapsulated in British English, like our close the with the see are extra-inguistic, not oecessarily familiar to every native speaker in this country, nor oecessarily best understood when expressed to the English lenguago. There are, however, meny culturel feetures formally encapsulated in British English, like our close ties with the see (toking the wind out of somebody salls) or with lodustry (of the conface) or sport (knocking somebody for six), It can be shown that metophors of this klod ere more transparent to foreign learners theo to native speekers: that is to ear, turning a blind eye is more likely parliamantary democracy.

No comment

# Among this week's

"The worst possible people to simpley as teachers in a longuage school one professionally trained teachers. The real teacher tends to be too school-minded for what is basically a social centre. Unifrocked clergiment, aspiring ventriloguists, and even exchair dressars are probably more suitable—anyone in fact, with a spiring guide at the Polytechnic of Central London.

A. I. Beird lectures in English language at Exeter University. Dovid Self is the ewhor of Tolk, a practical guide to brail, work in secondary schools. Geoffroy Broughton a senior lectures."

The Stage, December 12, 1978.

More reviews of EFL books on page 15

# Information Guides

or, are asked to produce raxonomies
of, say, animals, they reflect o
suciety in which cars and dogs are
helmed domestic pets; in which
horses are no longer predominently
working animals and rarely, if ever,
eaten; in which camels and buffalo anthrophologists and sociolinguists of the close link between language ond culture. The one indeed reflects and transmits the other. British culture patterns are reflected by Hritish English, just as Moltese or North American varieties reflect Mulicse and US cultural patterns.

Longuage is a pure conservative in In fact native speaker insight land

Mulicse and US culturol patterns.
I.onguage is at nuco conservotive in the woy it continues to reflect outhered cultural ltems—witness to kick the hucket—and equally sensitive to new, albeit ephemeral attitudes or activities—whoever ago?

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In teaching one porticular vorlety of English, British English, we In teaching one perticular vorlety of English, British English, we teoch, whether we like it or not, a British world view. And clearly, where cultural overlap is high-for Dutch, Denish and must West European learners—the learning problems ere considerably fewer than for atudants for whom British cultural featuras ore morkedly foreign "—Jepanese or Indonesion learners, for example.

One problem is the indive view of some teachers and mony learners

But how much of this is English longuega teaching? How much is an integral part of longuege mastery? Indeed, in these times of English as an international languege, is there a cose for a culture-free form of the longuege? And if this foreign learner realty wants English listory, geography, folkioro and even literature, can it not more efficiently be tought through the mother tongue (as is suggested by current procedure of European Studies)?

It is true that tens of thousands in the same of the language of them would be attached by current procedure of European Studies)?

tural relativity.
It is argueble that, although the foreign learner can rarely hope to achieve the sama degree of linguistic insight shown by the oative aneaker, he must, in order to be communicably efficient in English.

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Classification

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**Tertiary Colleges** 

Other Posts on Scele 2 and above

OXFURDSHIRE 

**Special Education** 

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SCALE 1 POSTS

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County Council CLOSING DATE 22nd AUGUST

Forms/fullbar defails from and returnable to the Hondradrhot School. Stamped addressed envelope, please. PRIMARY SCHOOLS

MASTERS/MISTRESSES LANGASTER SKERTON JUNIOR SCHOOL

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PRIMARY AND SPECIAL SCHOOLS

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SECONDARY SCHOOLS SCALE 1 POSTS

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Lancashire County Council

CLOSING DATE 22nd AUGUST 1977 PRIMARY AND SPECIAL SCHOOLS

SECONDARY SCHOOLS Forms/further detells from and returnable to the Neatleacher of the school. Stainped addicased envelops, plosss.

PRIMARY SCHOOLS

2. INFANTS—ART/ORAFT. SLACKPOOL, MOOR PARK PRIMARY SCHOOL (422 Mixed)
Mbol Park Avenue, Blachpool

ACCRINOTON, ST. PETER'S C.F. (CONTROLLED) PRIMARY SCHOOL (230 op Roll). UPPER JUNIORS-BOYS' CAMES and OUTDOOR ACTIVITIES.

SECONDARY SCHOOLS

HISTORY.

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TREMNICAL STUDIES TRA-CIER feets If required Stra-toper for this Two-Term entry shaping school with excellent frames.

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Education Committee the pharsits sided all posts are evallable from September, 1877 and specific impressionates with builter particulars are obtainable from the last of the School, to whom they should be returned by 26th August, 1977.

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Guery specialist essential.

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School Road, Violetie Perk,
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TEACHER OF MOOSEN LANOUAGES
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Apply by folier for application forms
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LANCASHIRE EDUCATION COMMITTEE

For application form send stamped addressed footscap envelope to Chief Education Officer, P.O. Sox 61, County Hall, Presion, PRI 8RJ, unless etherwise stated.

MASTERS/MISTRESSES BLACKPOOL, HAWES SIDE PRIMARY (713 Mixed) 1. JUNIORS-woll qualified MUSICIAN,

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SKERTON COUNTY SECONDARY SCHOOL (No. on Roll 883)
Owen Roso, Lapcsater
1st January, 1878, or seconer.
1. MATHEMATICS/SCIENCE. 2. PHYSICAL EDUCATION/GAMES and ENOLISH. Ability to OVER WYRE ST. AIDAN'S C.E. SECONDARY (660) Carigate, Presself, Slackpeol September, 1977, HISTORY.

SKELMERSDALE AND NOLLAND TAWO VALE HIGH (750)
Olerburn Road, Skelmersdele
1st September, 1977.
COMBINEO'SCIENCE—CHEMISTRY.

#### COUNTY OF SOUTH GLAMORGAN

LADY MARY RC HIGH SCHOOL Cardiff (11-18 Comprehensive) 7 form entry

ENGLISH Scale I
Required for September, 1977, to leach English to 'O' and C.S.E. Level. There is a possibility of Icaching to 'A' Level for a suitably qualified teacher. This is a temporary post for one term only.

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# MATHEMATICS/

ENGLISH: Scale I Required for Jeouary, 1978, or earlier if available; to teach Methematics to C.S.E. and 'O' Level and some English in the Lawer School. Previous applicants will be considered.

Approximation forms many be adjusted from the under-signed on receipt of a stamped addressed envelope to whom completed forms should be returned within for days of the appearance of this advertisement. F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff. Application forms may be adjusted from the under



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# Sa**con**dai'y før **Seniember 1977**

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### Commerce (Office Skills) esign and Tochnology

with other lenguage at subsidiary level

kama Economics Mathematics Music Physics Appointments will be made to a scele 1 post in the Authority's general teaching service, inner London Allowance (£402) payable in eddition to the Burnhem selery.

For the appropriate application form pleasowrito to the Education Officer (152), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.



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## Teacher for

Physical Education (1982)

(GIRLS) (Rel. 534/TES) Scalo 1.

A qualified toacher for this large, mixed 11-18 comprehensive school. Merple Hell will be enlering its 4th year of compreheneive development from the two single sex gremmer echools which share this etireative site overlooking the River Goyt. There era two gymnasic and extensive pleying fields; A whole range of cotivilies, from Athleics to, Yoge to ottered and the school has an enviable reputation in sport. Will be expected to aftere in all the work of the department but a specialist in Nethall and/or, Athletice would be preferred.

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(Ref. 838/TES) Socie 1
Cepeble of leaching the subject enthopiastically includitout the school. The junior forms are taught in mixed
ebility groups being regrouped into G.C.E and C.S.E.
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#### Teacher for Fronch and Spanish

(Ret. 83/TEB) Scale 1
To exist in the modern longueges deperiment Main languages or French and Gorman, which here equel statum, but et present Spoalen is being teught to C.S.E. "O" and "A" level in the sentor peri of the school. Will be required to leoch Spanish to "A" level and French of feest to "O" level, white else contributing to the European Studies Programme in the mein echool. Application forms from the Director of Education, Town Hell, Stockport (quoting ref.) and returned to the Headtencher by 23rd August, 1977.

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 Applicants for appointment to County and Voluntiary
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**Preparatory Schools** 

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January. 1978.

HERTFORDSHIRE

Metropolitan Borough of Rochdale

SPECIAL EDUCATION

Knowl View

Physical Education

Required initially for one term only, en experienced teacher of P.E. at this residential echool for maledjusted boys. Experience of residential work

Application forms, (please enclose a feelecop stamped addressed envelope) evellable from the Chief Education Officer, Education Department, Municipal Sulidings, Menchester Old Road, Middleion, Manchesier M24 4EA to whom they should be returned not laier then 22nd August 1877.

experienced, qualified teacher of English Language for International Boarding College.

Minimum teaching 5 hours daily. Salary £5,000 for suitable candidate. Applications and names of three referees should be sent to: The Secretary, Toddington Manor College, Nr. Cheltenham.

Required September.

Gloucestershire. GL54 4DN 

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SCHOOL AND MATHEMATICS

Applications are insided from unially qualified and experi-med candidates for the boot in the School of Hullding, Ligae

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I.L.E.A. VAUNIAII. COLLETII. DE BUILORMI AND FURTIGIE POULATION Delimbre Mitani, Viandawarili Iland. Landon, N. V. III Tel.: III-120 4ul I

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Salary Scaln: E5,051 in £5,050 plus millulementary justments of £511 and £186. Application form and further in-femention available from the Prin-chal Medway and Matristone ("al-tage of fre-frames), Barsied, Made alone Head Medication, Real Mich alone Head Medication, Real Mich 11, 1'al.; Medway 1063-1, 41841.

#### Head of Science, Catering, and Art (Grade IV) THURROCK TECHNICAL COLLEGE

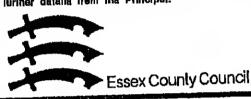
Woodview, Grays, Essex (Tel. Greys Thurrock 71621)

Required for 1st January, 1976.

The poal cells for a parson with broad sympothics, proven administrative ability with appropriate graduate (level) qualifications and experience, willing to dayslop apacialist and interdisciplinary courses.

Salary Boale: £7,248-£8,124 per annuni (plus £150

Application form, to be relumed by 7th Ociober, 1977. and luriher details from the Principal.



#### Warden

Salary 23,428-23,688 plus 2312 p.a. supplements, plus a turnor supplement of 8 per cent to a maximum of 24 and minimum of 22.50 per week.

The porson appointed will work logether with the present works to develop the work of the wing.

The purpose hall, shart-stay, residential wing has accommodation to up to 18 pupils and will be used for a veriety of purposes including short residential courses, exchange virits, temporary associated in or youngetors in distrass and programmed school/youth ofthe courses.

The wardsha will be responsible for the administration co-ordination and supervision of the wing. They will work closely with the Youth Tutpr, other members of the Youth and Commanity team end school stall.

The tota of warden will be both allmutting and interesting but will also demand a high level of commitment.

Expellence of residential work, isaching, youth or community work would be an advantage shinough not exsential.

Application 1977. CE/S.

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# Department of EDUCATION

POTHER PRINCES

Applications are invited for the undernoted posts. All childelessioned have relevant industrial or commercial experience where appropriate. Teacher training would be an educatogo but training on an in service basis, will be given it accessory.

#### LECTURERS

GLASGOW COLLEGE OF BUILDING AND PRINTING BB North Henover Street, Glasgow G1 28P OUILONG TECHNOLOGY
Oggico in building or orchitecture or an allied disblithe and preferably professional institute qualification. Experience (p. pie-incl. management, production control or building materials techniques

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THE TIMES EDUCATIONAL SUPPLEMENT 12.8.77

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DEPARTMENT OF GLMCHAL SUDDES

Le poste comportere 6 heures d'enseignment hebdomadaire.

-avoir d'excellentes connaissences du frençeis et éven-

-étre queltfié pour enseigner les disciplines suiventes:

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Président

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L'entrée en fonction se fora en Octobre 1977.

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Applications to be returned to printipal within 14 days of appearance of advertisement. WEST SUSSEX SOUTHERN AILEA WORTHING LOLLED OF TECHNOLORY COMMERCE AND OFNERAL COURATION REPAIR ALL OF

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#### Nursery School Teachers' **Col**lege Sydney, Australia

A College of Advanced Education

#### PRINCIPAL LECTURER **EARLY CHILDHOOD STUDIES**

The College, asieblished in 1932, is a small simple-purposa college, housed in modern premises and offering all facilities for innovative lescher education processors. grammas. Students are prepared for the triaching of children sged 2.8 years.

Applications are invited for appointment to the above

The College seeks the services of e parson with high The College seeks the services of e-parson with high academic qualifications and extensive teaching experience in the area of Early Childhood Studies to codertake accordance teachership and administrative responsibility for programmes in leacher education. Specialisation in allerative approaches to early childhood education, integrage in early childhood education, or child growth and development is desirable.

Solary: \$A23,842-\$A25,566 p.d. range. The commencing that for this position will be by arrendenism. Assistance

thate for this position will be by arrangement. Assistance may be given with removal expansos.

Applications should include ago, present position sud-salary, professional qualifications and depodence, details of publications and research, comes and addresses of at least two referees, and any other information considered

Emploities for further Information, and felters of applica-tion, should be addressed to the Association of Com-nonwealth Universities [Applis.], 36 Gordon Square, Lon-don WC1H OPF.

A copy of the application should be sent to The Principal, Nursery Teachers' College, 146 Burron Street, Newtown, ILS.W., Australia.

Applications close on 2 September 1977.

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OEPARTMENT OF MANAGEMENT

This rasidential College, set in pleasant roral auroundings in Easingwold, York, provides esminers, studies and courses (mainly of short duration) at senior lavel on the civil aspects of home defence and ha problems of edapling paecatima sarvicas lo war and major psacalime amargancias. It calers for Personnal of caniral and local government, the armed

forces, police, end assaultal industry. The amphasis is on study group and syndicals work. Candidalas (agad at laaat 35) most be abla to lecture, conduct group discussions, prapare jutorial instantal majerial, and axprass themselves claerly and consisely both orally end in writing. They should

prafarably have a sound knowledge of current sliairs and knowledge or experience relevant to local government and home defence.

Salary, starting between £4,690 and £5.135, riese to £5,985, Non-contributory panalon achems, Single accommodation is available and married accommodation may be so.

For full datalle and an epplication form (to be returned by 2 Gaptambar 1977) write to Civil Service Commission, Alanoon Link, Besingstoka, Hanis, RG21 1JB, or talaphone Basingstoks (0256) 68551 (answering service operates outside office hours). Plassa quole G/9573.

HOME OFFICE

Home Defence College

the College of Ripon & York St John

LECTURER GRADE H (CHEMISTRY/CHEMICAL EDUCATION)

Applications are insited for the above port is the Department of Mathematics and Science in this Claireh of England Voluntery College of Hagier Education 11,000 nion and remains. The appointment, which because volunt of the proposition of the appointment of a number of stell to be Science Adviser in a local authority, will cummented on 1st January, 1978. The College, which was formed in 1975 through the amalgamenton of The College, Ripen with St. Jaina's College, York, offers course lending to the event of the Certificate to Education, the Diploma in Higher Education, the Post-Graduate Certificate in Education, the Ned, and U.A./9.S-d.Collegict) degrees of the University of Leeds and the Diploma of the British Association of Occupational Therapiate.

The person appointed will be hered at York, The appointment will be at Lecturer Orado II level (£3,279 + £312+£153) to £5,493 † £312+£1801. Further dutalis and application forms may be obtained from the Principal, The College of Ripon and York St. John, Lord Mayor's Wolk, York YO3 7EX to whom computed application forms should be returned to arrive not later than Monday 22nd August, 1977.

WESTHILL COLLEGE SELLY OAK, BIRMINGHAM B29 6LL

#### Principal : Alan G. Bamlord, M.Ed., F.R.S.A. Lecturer in Education

Applications are invited for appointment as Lacturer in Education with special reference to the education of severely mentally handloapped children. The successful candidate will be a member of a team who have responsibility for the initial training ocurses (i.e. both Carillicate and B.Ed. with a new Main, Subject Course in Mantal Subnormality in B.Ed. now beginning its second year). a full-time advenced Diplome course for qualified leachers, and in service courses. Candidates should have good academic qualifications in the appropriate field of special education or psychology and experience of severely mentally hendicapped children. It is hoped to make an appointment with ellect from 1st Januery, 1978, or as soon as possible theraelier. possible tharaeller.

Applications should be made as soon as possible le the Principal from whom luriher information may be abtained. Salary will be according to Lecturar II grade at the Burnham F.E. Ocales.

JAMAICA

Moorland House Community Home School, Wastwood Drive, Hidey Moorland House School and Residential Community Home School for 83 boys agod 9 to 13 years on a dmission. The education unit was enough in Home School for 83 boys agod 9 to 13 years on a dmission. The education unit was opened in September 1970 and is extensively equipped to provide the best possible teaching environment. The unit is staffed by five full time teaching contributed, each with a half lints teaching commitment. The boys are received from the care of Authorities within the Yorkohiro and flumbereide Children's Regional Planning Area.

#### TEACHER OF ART AND CRAFTS/ **GENERAL SUBJECTS** Scala 2+£564 epproved school allowance

Applications are invited from qualified and experienced teachars who are preferably trained for junior or Middle School pupils.

The person appointed will take responsibility for his own subject and for the display throughout the school. Ho/ohe will have additional responsibility for o class of approximately 10 to 13 boys, many of which have learning difficulties. A requirement of the post is that the mouther of salf undertakes out-of-school duties averaging 18 hours per week, for which an amount of 1878 p.e. will be paid.

Although this is a reald-still school, residence is not a condition of appointment. Accommodation with full board and lodging can be evailable for a engle person of the current rate of \$A11 p.a.

#### TEACHER OF WOOD AND METAL CRAFTS/GENERAL SUBJECTS

Scala 1+£564 approved school allowance

The teacher appointed will take responsibility for a least of epproximately 10 to 12 boys who have bearing difficulties and teach Craft throughout the learning difficulties and teach Craft throughout the achool. It is hoped the leadure appointed will be able to use a range of materials other than wood and metal and enjoy co-operating closely with the Tascher of Artand Crafts in a co-ordinated programme for some groups. There are also out-of-achool duties for which an additional

programme of surias for which an additional series p.s. will be paid.

A stone built centrally healed three bedraomed detached house will become ovariable at a current rental of £204 p.s. Alternatively, full hoard and lodging is available for a single parson et £11 p.s. Although this post entails some residential duties residence is not a condition of the appointment. Generous removal expenses and assistance with legal expenses involved in house purchase are offered to a successful candidate for both pasting evelleble. There is night weeks annual holiday. The above posts (re-advertisaments) are all available from let september 1977 or as soon as possible after that date and further information which is the admission. Previous applicants will sutomatically be contained in the headmaster. Bixtey 609409.

Previous applicants will sutomatically be contained as 28th August 1977.

Application forms are available from the Residential



City of Bradford Metropolitan Council

SOCIAL SERVICES DEPARTMENT WELLESLEY NAUTICAL SCHOOL Blyth, Northumbria (90 Soys)

P.E. AND OUTDOOR PURSUITS

required for 1st January, 1978

informal angulies to be made to Captain R. D. Swenston, Bigth 2773. Job description and application of application social services Department at the address shows below. Closing date for return of compiled application form is 25.6.77.

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#### Colleges and Departments of Art

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#### **Polytechnics**

CITY OF BIRMINGHAM THE POLYTECHNIC

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Carther details and andira-ing 1 tem 1 to be returned by Seth Alugal 1477 i from the Dersonned Ufficer, Cily of Bisnlandium Physicshole, I Biock, Perry Borr, Ittmins-hom, part 386; Telephone; 031-336 oct. 247.

#### Universitles

DEPARTMENT OF FROISH OEPANTMENT (II) FROIDER

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Applicants resident in United Kingdom should also send one copy to Inter-University (Sater), 90-91. Toleukam fourt Head, Jandob Wit Otter, Causing parts September 14, 1977.

ONIVERSITY OF THE SOUTH PACHEC

HONG KONG THE UNIVERSITY LECTURESHIP ASSISTANT LECTURESHIP IN CLINICAL PRYCHOLOGY

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KNOTLEY HOUSE SCHOOL, TONSRIDGE, KENT

**Educational Psychologist** (PART TIME) (PART TIME)
Kuotley House is an Assisted Community Home with education on the pramiere (tormeny an Approved School) for 40 disturbed and eoclally disadventaged boys ogad 10-16 years from London end the Seuth East.

A qualified and experienced Educational Psychologist A qualified and experienced Educational Psychologist is adult to conjugate the diagnostic work, in addition to engoing testing and re-essessment of the boya' educational and social needs. Advising and supporting teaching and other stall be an important aspect of this poet and it is essential that the person oppointed should be able to work closely with the Concellant Psychiatric and residential social workers. An interest in apilitude and vocational testing would be helpful.

This poet is for 28 sessions per ennum which may be arrenged in a liexible menner by egreement which mey be arrenged in a liexible menner by egreement with the Principel.

Applications to: Divisional Children's Officer, London Division, Tennere Lene, Berkingelde, Illord, Esset. Tel.: 01-551 0011.

Enquiries to: The Principel. Tel.: Penshuret 303.

**Barnardo's** 

#### WEST SUSSEX COUNTY COUNCIL Harwood House, Horsham An Observation/Assessment Centre to

THE TIMES EDUCATIONAL SUPPLEMENT 12.8.77

#### LONDON BOROUGH OF HOUNSLOW 4 COMMUNITY **EDUCATION TUTORS**

required as soon as possible at Creniord Community School (1) as Assisiant Community Warden (Youlh)

Applications are invited from qualified youth teaders or leachers is develop a congrutherative youth programme at this respective. Community School. The person appointed will form part of an interesting educational development. First appointments are welcome to opply.

Heston Community Education Centre (1) as Community Education Tulor

Applicants total to qualified londiers with experience in adult never then. The next involves responsibility for an adult education controlly development work and a totaling committeen in a youth Contract (2)

\$ELERGERS

Agressions are invited from qualified youth leaders for live posts a federa of established perpossibility youth leaders in the Ocrough of Heunelow. The persons oppointed will have interesting and estimating roles in a recently formed Community Education Department, and will have the support of Senter Youth Loaders and Silery. Burnham F.S. Lectors 1 25,210-25,166 (Inclusive of supplements on Loader Allowance). Spilestion terms and Switter Information from J. F. Mollar, S.A., Missipal of Connumity Education, Spring Ovove Contre, Thornburg Red, Islawczih, Middisses, TW7 4HO. ITsisphone 01-598 3887). Ossing date for applications 1 28th August 1977.

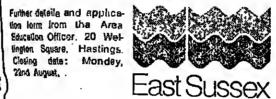
# Deputy Warden

Hollington Youth and Community Centre, St. Leonards-on-Sea, Sussex

Amifications are lovited from scutably qualitied persons for this post which becomes vacant on 1st Saptember. 1877. The Centra is the responsibility of a voluntary body and is situated between a well-astablished community and a lown expansion area.

Salary-Scela 2 J.N.C.

22nd August.



#### LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

Hendon Sports Centre

Algernon Road, Hendon, London N.W.4 ASSISTANT

ORGANISER Applications are invited from qualified Youth end Community Workers and Teechers.

he Centre is eletted by a full-lime Organiser and

Maken Organieer togalher with a number of peri-me professional coaches. Skiny Scale, JNC Scale 2 £3,321-£4,146 p.s. inclusive the Phase II earnings supplement.

decided forme and further details from Director of the control of

# 常Royal County of 常BERKSHIRE

# COMMUNITY WORKER

13,903-24,389

Michigans, ere invited from suitebly quelified Tease and Youth end Community Workers for the poet
with end Community Worker at the Weterside
with end Community Canite, Newbury. In soryices
deing end personal supervision provided. Initial
and allowance and approximate with removal exsing allowance and assistance with removal ex-sites may be given. Interested? Telephone John 1958 County Youth and Community Officer, Rend-

the details and application form available from the stor of Education (YCS). Education Dopartmont, House, 80/82 Kings Road, Reading.

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#### Colleges of **Higher Education**

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Colleges of Education

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# General Science **Teachers** Cairo—Top Salaries

Our client, an American Educational Institute, requires a unrulier of general science teachers to work in Cuiru. Ideally the condidutes will have five yenrs' past-graduote general science tenching experience focusing on basic chemistry and physics with lab demonstrations. A University degree or Dip.Ed. is required. Contracts will initially be for one year, single

status although married status

A realistic salary package

will be considered at a later date.

including transport and accumundation is affered.

The need bur these positions to be filled is urgent and only cundidates, male or female, who can take up a contract starting September 1, 1977, should apply.

For further information write, with details, or telephone as soon as possible; quoting ref. no.: MDK485, to B. Duveen on 111-836 1510), Moxnn Dolphiu and Kerby Ltd., 60 St. Martin's Lune, Lundon WC2N 41B.

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# Mathematics and Science Teacher

Lesotho

To laoch to Cambridge Overseas School Cartillosts GCE 'O and 'A' level and underlake some ourriculum devalopment in subject area. Applicants should have Oegree in alther Mathematics of Solance subject, and a Teaching Certificate. Appointment two years.

Salary (ourrenily under review) in range : £4,441-£6,266 p.a. including en silowence, normally tax tree, in range £1,830-£2,918 p.a. Terminal gratuity 25 per cant p.c. of basic ealary. Other benefits include free lamily passages, ohildren's education allowances and subsidized accommodation. An appointment grant up to 2300 and an interest free car purchase losn up to 21,200 mey be payable in carlein circumstances. Suparannuation rights may be seleguarded. Applicants should be citizens of the United Kingdom.

For full datalle and application form places apply quoting Rel. 315, giving detells of age, qualifications and exparience to,

# **Primary Teachers**

To leach full range of Primery School aubjects and participate tully in extra ourricular activitios. Applicants, up to age 55, should have non-graduate Primary Toacher's

Certificate and minimum of two years' primory teaching Selary in range £3,644-£6,023 p.s. including allowence, normally lex free, in renge £2,094-£3,024 p.a. Tarminal gratuity of 26 per sent p.a. of basic ealery.

Qihar benellis include free inmily pessoges, children's education silowences and subsidised accommodation. An sppointment grant up to £300 and an interest iras car purchase foat up to 21,200 may be payable in cortain circumelances. Superennuation rights may be sateguarded. Applicants should be citizens of the United Kingdom.

For full datells and application form please apply quoting Ref. 316, giving details of age, quelifications and experience to:



Appdatments Officer, MINISTRY OF OVERSEAS DEVELOPMENT. Rinun 301, Fland House, Stag Place, Lundon SWIE 5DH.

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Applications are invited for the following post: SPECIALIST TEACHER

Salary: 24.148-25.886 [Burnham Sante 1) Including 2584 per snitum Approvad Sance Allowhore, and 2579 per annum extraneous duties allowhore, and 2579 per annum extraneous duties allowhore; we are looking for a nearon with experience and definition of the control of the control

YOWN HALL AND CITIC CENTRE

CHIEF EXECUTIVE

Borough of Sunderland

# 1 3 3 5 5 5 5 No. STRATHCLYDE STRATHCLYDE

- DEPARTMENT OF EDUCATION COMMUNITY EDUCATION BERVICE

sons for the new post of ADULT LITERACY ORGANISER

(salery £2,979.24.871 with autable placing where appropriate). In this post, initially established to a period of three years under the Government Urban Renewal Programme, the ottlicer appointed will be loosted in the Glasgow division and be responsible within a email projectional team for development work with Poet Illiansoy Groups, Family, Group Learning, Physically, Handigapped Pereons and Scheme in Industry and Commerce. Futther particulars and forms of application, which should be returned by 2nd September, 1977 moy be obtained from the Divisional Education Officer (Adull Literacy), 129 Seth Siresi, Glesgow, G2-23Y, Edward Miller, Director of Education

12 adolescent teenage girls

Teacher

This post for a qualified teacher demands a non-treditional approach and considerable commitment. Seels dulies will approach and considerable commitment at the demands be in the educational unit but involvement extends beyond be in the educational unit but involvement extends beyond the oldseroom into the diagnostic and counselling welk of the other of the principal teaching tasks would be to ot the centre. The principal teaching tasks would be to ot the centre of the principal teaching tasks would be to ot the centre of the principal teaching tasks would be to ot the converted experimental interests. It is a converted to the principal teaching tasks would be to other the converted experiments of the principal teaching the pr

separations, series of the £564 allowance. Sejary: Burnham Scale 1 plue £564 allowance. Sejary: Burnham Scale 1 plue £564 allowance. For informal discussion contact Georga Williams, World Lebenhona Horsham S3097.

Torin: anti-juriher details from Director of Sociel Service. County Hall; Chichesler, Suegex.

#### Aduit Eduoation

#### **Community Homes** and Associated Institutions

SOCIAL SURVICES DEPONMENT INSTRUCTION (Conjunction) I NATIONAL NATITICAL STRICTL

# **OVERSEAS** DEVELOPMENT

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# Gilbert Islands: Primary Education Headteacher,

To leach general aubjects to 9-11-year-olde; supervise other members of staff; be responsible for the ellicient organisation and operation of school; devise and implement leaching programmes consistent with development of primary education.

# **Assistant Teacher**

years' primary experience teaching general subjects to the age groups concerned. An ability to work with children from verying educational, eociel and culturel beckgrounds eesentiel. An interest in extra-curricular equivities and ability to play/leach e musical informent an adventage. These posts would be suitable for a husband and wite teem although other candidates will be considered. Appointment 2 yeers.

Galary in rangs: £5,730,£7,847 p.e. including ellowance, normally tax-free, in range of £2,504,£4,818 p.e.

# Solomon Islands: Secondary Education **English Teacher**

To leach throughput School up to and including Sixih form; assist with curriculum development; assist with extra-curricular ectivities; undertake boerding duliae. Applicants, eged 25-65, should have degree in English, e Certificate of Education and e minimum of three years' secondary teaching experience, proterably in a developing country. Experience of a co-educational boerding school an adventage. Appointment two years, Salary in range; £4,790-£8,610 p.s. including ellowence normally tax-irea, in range £2,450-£3,660 p.s. | currantly under review).

# **Primary Teacher** Educators: Science

To assiel with initial training of teachers; assiel in primary schools, making frequent informal visits; to consider attometive approaches to primary syllebus; be engaged in progremme of in-service work. Applicants, under 45, must be trained leachers with at lasst sight years' primary leaching exparience. Appoint

Salery in range: £3.266.£7,715 p.a. including allowence, no inclivities free, in range £1,782.£3,204 p.e.

Other benefits include free family pessages, children's sduce-tion allowances and subsidised occommodation. An appoint-ment grant up to 2300 and an interest tree car purchase loan up to 21,200 may be payable in certain dirematinose. Terminal grafulty 28 per cent por annum of best salary. Superannuation, rights may be salaguarded. Applicants should be cilizene of the United Kingdom.

For full details and application form please apply, quoting Rel. 315 clearly stating post concerned, and glying details of age, qualifications and experience to:



Appointments Officer. MINISTRY OF OVERSEAS DEVELOPMENT. Runn 201, Elapal Hogse,

Stag Place, Limiton SWIC SDIL

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Youth and **Community Service** 

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LANCASHIRE EDUCATION COMMITTEE YOU'TH BEHVICE CCHINGTON HOAD YOUR AB ROOM NA COUNTY NORTH NORTH

> LANCASHIRE EDUCATION COMMUNIC YOUTH BERVICE HODURON SECONOAIN (Wyre District)

LONDON INNER LONDON EDUCATION AUTHORITY & F. LAURENCE WAY DIT

# **OVERSEAS** DEVELOPMENT

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# Adviser on primary and compensatory education

Al Curriculum Developmeni Cenire, Kuela Lumpur to advice end acelsi on developmeni end experimentalion of an integreted approach of curriculum prgenication involving tilescroom leachers. Assist on developmeni of diagnostic clessmon leanners. Absilet on development of diagrams instruments for Identifying primery pupil learning problems and of remedial programmes. Applicants should have appropriate academic and protectional quellications and extensive primery axperience in innovative primery and appropriate to the contraction. Alenaye primary experience in innovative primary two years ompenedory education practices. Appointment two years allow appointment two years are plus to qualifications and experience plus property that it is to be a property to the property of the proper

verieble lax free overseas allowance in range £1,415-23.590 per ennum. Superenquellon rights may be ealequerded. This post is wholly thenced by the Brilleh Government under Brilleh's programme of aid to the developing countries in addition to basic salery and oversease ellowences other benefits promptly include paid lasts, free tamily possess. In addition is additionable in the sale and possess. The sale sale and possess of the sale and possess of the sale and possess. The sale and possess of the sale and sale and giving details of age, qualifications and experience to:



Appointments Officer MINISTRY OF OVERSEAS DEVELOPMENT. Room 301, Eland House,

Stag Place, London SWIE 5DH. HELPING NATIONS HELP THEMSELVES THE TIMES EDUCATIONAL SUPPLEMENT 12.8.7

# EDUCATIONAL STAFF VACANCIES KANO State Polytechnic,

As part of the major educational programme, the Kano State Polytechnic is inviting applications from suitably qualified candidates for the following post-primary teaching vacancies. In addition to the salaries indicated there are substantial fringe benefits.

#### **Deputy Chief Education Officers** Minimum qualifications are a good honours dagree including

post graduate qualification and a diplome in teaching with at leaat twelva years exparience. Salary scele: £6,470-£7,270 plus benefits.

#### Senior Masters Grade I

Minimum qualifications are a good honours degree with a diploma in teaching and at least 10 years experience. £5,920-£6,460 plus benafits.

#### Senior Masters Grade II

Minimum qualifications ere a good honours dagree with a diploma in teaching and at least 7 years experience. £4,550-£5,360 plus benefits

#### Masters Grade I

Minimum qualifications are a good honours dagree with a diploma and at least 4 years experience. Salery scale: £3,640-£4,450 plus benefits.

#### Masters Grade II

Minimum qualification is a good honoure dagree. £2,720-£3,470 plue benefits.

# ADDITIONAL BENEFITS AND GUARANTEES

in addition to the basic salary, the following Iringe benefits will ba provided:

- i) An additional 15% of the agreed salary will be paid
- il) At the expiry of the contract there will be guaranteed payment of 10% to 15% of the total contract salary.
- iii) Homa laave including traval costs will be provided every
- (v) A house including part furniture and furnishings will be provided at a rant equal to 10% of the basic salary.
- Car purchasa loans will be provided at 3% interest plus an allowance of approxime tely £42 per month motoring expenses end an official mileage allowance.
- income Tax is approximately 15% of salary.
- \*All salery levels are subject to the exchange rate at dete

## **TEACHING CATEGORIES REQUIRED**

Exparlanced teachers are required in all achool subjects including the following: Mathamatics; Geography; History: Social Studies; ; Ganeral Science: Physical Health Education; Agricultural Science;

Chemistry: Art/Wood Working; Hausa: Franch; Commarcial Education: Bricklaying;

Carpentry; Regrigaration and Airconditioning: Radio and TV:

Typawriting and Shorthand: Commerce and Economics: Bookkeaping and Accounting:

Cabinat Making; Motor Machanics: Elactrical: Agricultural Mechanics. Applicants in technical subjects should havaan HNC Certificate or Ite equivalant. Applications from people with the right technical qualifications but no practical teaching experience will be considered.

#### METHODS OF APPLICATION

Candidates are required to submit three copies of their Curriculum Vitaa togathar with three recent passport size photographs and three photostat copies of their qualifications and/or cartificates. In particular, the following information must be provided.

- a) Full nama;
- b) Place and data of birth; c) Nationality;
- d) Maritel status including number of children and their agas, if appropriate;
- e) Qualifications: dates and detailed transcripts including
- Teaching experience including schools taught with
- Prasant employment
- h) Full postal addrass including telephone number; i) Two written references abould be attached to the application, one of which must be your present amployer

or principal professor. Alternatively, candidates may collect an application form from the Recruitment Atteche at the address below:

All applications should be sant by registered post quoting reference KSP/T to: The Recruitment Attache, Nigerian High Commission, 9 Northumberland Avenue, London WC2. Clearly print on the back of the envelope For Keno Polytechnic

with the control of the state o

LECTURER IN ENGLISH (TUNISIA)

University of Tunis
To be in oherga of Spokan English Section and
Language Esboratories.
Degrea, 1 year postgraduate TEFL quatification or
MA in Applied Linguistics, at least 3 years' experience
In TEFL knowledge of French. Lik citizens with
Sritish educational background.

Salery: not less than 400 Dinars par month Present rate of exchange D.o.740/2.) Benefita: Membership of British Council Madical 77 CU 143 Schame; 2 year confract ranaweble.

HEAD OF PRIMARY DEPARTMENT (COLOMBIA) Anglo Colombian Soltool, Sogota Independent co-aducational day school of 750

pupils aged 41-19. Head of Primary (Second Daputy Head) for Jenuery,

1978.
Queilified taschera agad 25:35 with 3:5 years' experience in a British School.
Knowledge of Spenish assontiel TEFL qualitication an edvanlage. Selary: Burnham scale (group 8) plue ‡ point. Benefile: Beggege allowance; 2 year contract 77 PS \$6

LECTURERS/SUPERVISORS (VENEZUELA)

British Council Institute, Meracelbo
Degree/leaching cartificete. Postgraduate TEFL
qualification end minimum 5 years. TEFL axparlance,
MA in Applied Linguistica dastrable.
Belary: £5,210-£7,054 p.e.

Benolife : oversees allowences; Irea accommodation; madical acheme; auperannuetion; asalstenca with loos oer purchase; 2 year control 77 PO 140

SCIENCE TEACHER (SPAIN)

The British Council School, Medrid The Sritish Council School, Medrid
Candidetee should be trained teachers with either
e degree in or including Science or a teaching
certificate with Solence as a mein subject. Experience
of teaching science up to 'O' level essential.
Belary: approx. 23.202.24.983 p.s. textices.
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Benefits: experience up to 'O' level essential.

LECTURER IN TEFL (SUDAN)

Budan English Language Taeching Institute. Khartoum To develop and tasch major portiona of new diploma

Degree plus MA in Applied Linguielics (or 1 year University diploma in TEFL) and at least 3 years' relevant experience including teacher training end EFL Salery: £4,589 £5,818 p.a. plus 10 par cent inducement

allowence. Senallie: personal and children's allowances; Irae furnished accommodation; 2 year contract ranawable,

ASSISTANT DIRECTOR OF STUDIES (ESP) 2 SENIOR INSTRUCTORS (ESP) 2 INSTRUCTORS (ESP) (IRAN)

Srillsh Council Teaching Cantre, Tabilz Smish Council Teaching Cantre, Tabilz
Mein duties under contract to taach EBP in Feculties
of Engineering/Medicine in University of Azarabadagan,
ADOS: To supervise and od-ordinals leaching,
including progremme planning, materials design,
teaching instruments; lidison with University
sufforties; to teach 8 hours par week; to develop
in-service training progremme,
Dagrae plus MA in Applied Linguistice or equivalent
plus 8 years TEFL/ESP experiance including ESP at
university level. Single or merriad cendidales

plus 8 years TEFL/ESP experience including ESP at university level. Single or meriad cendidales (maximum 2 primary age children).
Salery: £6,230-£7,054 p.a.
Senior instructors (1 per feculty): responsible for day to day running and design of ESP programma in respective faculties and detailed in egrico training to feach a total of 16 hours per week (University and SCTO).

SCTO),
Degrea plue MA in Applied Linguistics (or equivalent in science education) plue 6 years' relevant TEFL/ESP or Sciance education/ESP experience. Single or married candidates (maximum 2 primary aga children),
Salary: 25,210-26,026 p.a.
Instructors: To teach 20 hours per wack and heigh prepara materials.

prepara materiale.

Degree plus 1 year university qualification in TEPL and 4 years' TEPL experience including ESP. Single

THE BRITSH

no childran i. Salery: £4,589-£5,618 p.e. Senehts (ati posta): accommodation ellowance; personel allowance; children's education | excluding

personal amployer's portion of superennuetion;
77 HO 113-117 COMMUNICATION SKILLS IN ENGLISH PROGRAMME (SAUDI ARABIA)

King Abdul Aziz University, Jeddeh
Thie Programme has been developed over the last
2 years with Brilish Council professional support
and hes involved the production of specialised
teaching materials for the implementation of English
Medium courass in the Faculities of Engineering and Raguirod for 8abtember, 1977:

TEACHERS OF ENGLISH WITH SCIENCE TEACHERS OF SCIENCE WITH INTEREST IN ENGLISH LANGUAGE

Graduatea with postgraduete quelification in TEFL end experience of or interest in teaching English for Solence end Tachnology. In the case of Boianca greduates the TEFL qualification may be weived. Exceptionally wall quelified condidates may be considered for the more senior post of Materiels

Writer. Salery: £7,082-£12,852 p.e. Benelits: frae furnishad accommodation is provided but single cendidates will have to share; 80 days annual leave; 1 year contracts probably ranawabla 77 AU 64-93

TWO LECTURERS IN ENGLISH (KENYA)

Department of Lingulatics and African Languages, University of Nairobi
To develop and teach a new remadlal course in
English for 1st year students. M.A. In Ganerel or
Applied Linguistics, at least one previous appointment In ESP overseas and proven ability to produce appropriate tasching materials. Balery £5,210 to £7,054 plus 10 per cent inducament allowance. Benefits: Personal and children's allowances; frae furnished accommodation; 2 year contracts.

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British Council Tagohing Cantre, Csiro To devetop general English and E8P materials, train and eupervise teachers, teach methodology, teet

and evaluate.

Dagree (preterebly in English or Modem Languagas),
MA in Applied Linguistics or one-year University

Diploma in TEFL, five years' relevant TEFL
experiance. Reviaad Emoluments. Salary: £4,589-£5,818 p.a. Benefits: eccommodation allowence; children's local

education allowance; employer's portion of UK euparannuation; two-yeer contracts renewable.
77 HO 44-18

TEACHER OF TECHNICAL ENGLISH (MOROCCO) Institu! National de Stallatique et d'Economie Applique | INSEA), Rebat
SA/BSo dagras, one-year poetgreduate quelification in
TEFL or MA in Applied Linguistics and relevant
experience especially in ESP. A good knowledge of
French is assential,
Salery: Dirhams 2952 per month (present rate of
exchange DH7.8 equals \$1),
Senelita: Instelletion and repairiation grants; one-year
contract renewable.

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77 CO 132 TWO LECTURERS FOR REMEDIAL ENGLISH

LECTURER FOR ENGLISH LITERATURE LECTURER IN HISTORY LECTURER IN GEOGRAPHY LECTURER IN CHEMISTRY LECTURER IN ZOOLOGY (NIGERIA)

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Rejuri fares are patd. Local contract is guerarifeed with the British Council, Please write, bristly stating quelitications and length of appropriate experience quoting relevant relevence number and little of post, for turther datails and en application form, to the British Gouncil (Appointments), 85 Davies Street, London W17 2AA. London W19 2AA. continued

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COMMUNITY SERVICE

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H SCHOOL Melropolitan Beroush off MANOR HIGH SCHOOL VOUTH TITTEN Qualified TEACHER required, 1st Societies. Torr, or as soon as possible. Thereafter, to be reasonable for nured Youth Clubs (in abgroalmately half a week in achgol. Belay J.N.C. Reed 2, 22,712; to 63,637 [plus supplement

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Metropolitan Borough of Rochdale

**Education Dopartment** 

Careers Officer AP3/4

£473 to £512.

To provide a careare guidance, job placement and lollow-up acivica for young paopla leaving achools and collegas in the Rochdala

Applicants should possess e protessional qualification for work in the Careers Servica. Fisantial usar car allowance pavabla.

application form end jurther detelle available from the Chief Parsonnel Olitosr, 166 Drake Skeel, Rochdele, OL18 1XG, to whom they should be returned by 19th August, 1077. (Ret.

BELFAST EDUCATION AND LIBRARY BOARD Senior **Education Officer** 

(2 Posts)

MUNY: £7,455 x 3 (£180)-£7,995 plus supplemente

Activations are invited for these two posts which are it field of Ospathent Laval and which together with the Chief Ubrarien, tha Chief Architage and the Chief Marketive Officer form the sentor management team hydrogether to the Soard's Chief Officer. The appointees the posts will be jointly responsibilities have recently be considered to include the co-ordination of the mejor who is the constant of the Selfast Areas of Need 1996. The Education Department is concerned with all the Beard's educational establishments including the same of schools, collages of further education inverse educational establishments including the inverse accordance to its property of the state s, teaching etail appointments, etudent grenta

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UNIVERSITY OF PETROLEUM AND MINERALS

DHAHRAN - SAUDI ARABIA

WIND TUNNEL LABORATORY ENGINEER

A flewly established Wind Tunnel Laboratory at the University of Potrolicum and Linerets, Soud Arabis, requires a qualitied and experienced Enginest. He will assist and work under the supervision of a Faculty Mombet in charge of the laboratory. He teaponsibility will start with acsisting in the Wind Tunnel Installation and initial collaration. He should be able to design, create decings and experiments the will prepare accordingly set-loss for students projects and research and carry on some of the town.

A 6.So. in Engineeting is tequired with a minimum of four years' experience in a similar isboratory. The engineer must be lemiller with accodynamic testing and should have some experience with flow measuring devices as not wite enemometer and pressure transducers.

Minimum reguler contract for two years, renewable. Compatitive adeline and allowances, free an conditioned and furnished housing, free at temportation to and from the two year low. Attractive aducational sestatence greate for school-age depondent children. Local transportation ellowence in cash each month. All serned income without about lexes. Ton, and a half months duty each year with 45 days vacation peld.

Apply with complete teaumé on ecademic and gualessional back-ground with delaits of experience describing the laboratory facilities used, the projects you were involved in and copies of published reports of the obscome of the above projects, legaliter with copies of degrees/certificates, list of telescores, and geneous date such as. Home and office addresses, tolophone numbers, family status twite's maiden name, names of children, age and sext to:

Daon of Foculty and Parsonnel Affoirs University of Petroleum and Minerols Dhohron - Soudi Arobio

TEACHER-IN-CHARGE AND TEACHER FOR A SCHOOL IN ALGERIA

A leading petrochemical contracting company currently engaged in a major construction project in Skikda, Algaria, wishes to appoint a Teacher-in-charge and an Assistant Teachar for its new echool at the job site. The echool which will be based on the PNEU system will cater for children between the ages of 5 and 11. When the achool is completed it will be located on the Meditarinness coast. itarinnean coast.

The appointments are to be made as soon as possible end are expected to be of at least two years' duration. Seleriea, commenaurate with the Burnham Scale, will be supplemented with overseas allowances and era paid free of tax. The banalita will else include free accommodation, madical feedilities; a local living allowance and generous manoai isoniires, a loss ivilly allottellos alla home isave.
Candidalea for both poste should possess suitsbie quali-

Candidatea for both poste should possess euitable qualilications and experience; the senior teacher should elso
have haid a post of responsibility in a primery school.
The successful candidates should be prepared to take
part in the sociel life of the camp. Overseas experience
and knowledge of French are advanteges.
Applications in writing should be made immediately
giving personal particulars, curriculum vitas, telophona
number and two release to:

The Director.

The Director,
Parents' Netional Educational Union, Murray House,
Vandon Straet, Buokingham Gete,
London SW1H 0AJ,
Telephone 01-222 7181

Telax 896891 TLXIR Q interviews will be hald in London and may be called at short notice. A eatistactory state of habith is essential and a tuli madical examination le a condition of employ.

**EDUCATION SERVICE** 

Careers Officer Employment and Training)

and the state of Applicationa ere invited for the ebove post from axperienced careere officers or well-qualified persons from industry or commerce particularly with experience of statt recruitment and training.

grant will be offered as soon as possible on a lixed term contract which will terminete on 31 March, 1979. The successful applicant will deel appointed with unamployed young people and measures to assist

The salary will be either on the AP4 salary soals (£3,983.£4,299 par annum inclusive), or the AP5 selary scale | £4,422.£4,592 par ennum inclusive). The precise agiaty offered will be dependent upon the appointed experience and qualifications and appropriate levels of asponsibility will be assigned commensurate with the ppointee's salary. A car ellowence is available. Further details and application torms obtainable from The Chiel Education Dilicer, Hadiay House, 78-81 Uxbridge Road, Eating W5 5SU. Forms to be returned

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Administration

Local Education Authority

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OFFICER Specialist CARFERS
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EALING Cought Borough of Cought o L'OUGATION SITIVICE

ADMINISTILATIVE ASSISTANT

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Further details and opplication forms obtainable from Chief Labretton Officer, Hedgey House, 79-81 Univided Hoad, London W. 7811. The forms to be refurnal within 14 days of the Espoirance of this advertiment.

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KINGSTON upon Thames HOYAL HOTOUGH OF THENT A variancy exists for a qualified Careers Officer to unociotize in work with the physically and moneily leaded to independ school-leaver in midding to independ schools. The part can load in normal schools. Appropriate experience in the Careers Service or elsewhere would be preferred.

**Advisory Service** 

Applications are invited from man and women with aucceastul leaching exparience for appointment to the Authority's team of Advisers,

Phese Adviser for Primary Education (South Devon) Phase Adviser for Education in the Middle

Years (West Devon) Phase Adviser for Education in the Early Yeara (Wast Devon) Subject Adviser : English (Primery)

Adviser for Special Sarvices Salery : £8,889-£7,593, plus supplements. .. Further details end application form obtainable from the Chiaf Education Officer, Devon County Goundil, County Hall, Topeham Road, Exeter EX2 4QG, to whom it should be returned by Friday, 18th

This advertisement has been fasued after an Independent review

the advisory servica.

COUNTY OF NORTH YORKSHIRE

**SENIOR** CAREERS **OFFICER** 

Harrogate Area

Applications are invited for the post of Sanior Carears Officar (Team Leader) at the Harrogate Ares Carsera Office.

Salary Scale: AP.5: £3,825-£4,095 plus Phase I and Phase II Salary Supplements.

Application forms (to be returned by 26th August 1977) and further details from the County Education Officer, County Hall, Northallerton DL7 8AE

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COUNCIL

#### METROPOLITAN BOROUGH OF STOCKPORT

#### SENIOR CAREERS OFFICER

£4,137-£4,407 + recent award

Main dulies are underleking vocellonal guidence and plecement work and co-ordinaling and eupervising a team of Caraers

Applicanta ehould be qualified Careers Officera with approprieta experience. A casual car ueer's allowance, removal expensea and soil lurniahings allowance are

Further details and application forms from the Director of Education, Town Hall, Stockport SK1 3XE. Closing date: 1st September,



CAREERS SERVICE

#### CAREERS OFFICER FOR SPECIAL SERVICES

Salary: £3,825-£4,025 plue supplements A new post, to easiel with the current problem of

Applicants should be experienced Cereere Oilloere or pareone with relevant industriel experience (e.g. personnel or training) possessing an interest in, and the ability to deel with unemployed young parsons and the development of close lieison with

employers.

Tamporery eppointment until 31 March 1979.

Further perticulars and application form returnable by 19 August, from W. H. Patry, County Education Officer (Ref. C5), Apringitald, Meidatone ME14 2LJ.

# Deputy Principal **Careers Officer**

£5,001 - £5,304 or £5,001 - £5,562 or £5,304 - £5,889 plus 5% supplement

Applicants must be protessionally qualified with experience in a senior goaltion in the Careers

Application forms and further perticulars from the Oirector of Education, The Council House, Coventry CV1 5RS. Tel. Coventry 25555, ext. 2292, Closing date : 22nd August, 1977.



### CAREERS OFFICER

A.P.4/5 £3,366-£4,095 plus £312 p.a. eupple-Careers Service

This temporary post, has been orested to help une amployed young people, mainly in the Golohaste and the North East area of Easter. Employment cannot be gueranteed beyond March, 1878; but consideration.

gueranteed beyond March, 1979; but considerable will then be given to the holder of the post being absorbed into the normal stalt satablement of the Essex Careers Sarvice.

Candidetes for the post [Poel No. CS.131] should be suitably qualified with eppropriete experience in the Careers Sarvice, industry and commerce. The poel will be based of the Coiphester Cereere Office and car mileage allowance will be paid.

Application forms and further detaile are aveilable from the County Education Officer (G), P.O. Sox. 47. Threedneedle House, Market Road, Chelmelord CM1 1LD (Chelmalord 67222, ext. 2808).

Closing data 18th August 1977.

Closing data 19th August 1977



Essex County Council

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ONDON, W.C.1 BRITISH UNIVERSITIES SPORTS
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NATIONAL ROCIETY FOR MENTALLY HANOICAPPED CHILDREN 

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Education CHIII DORE

#### Coraers Service

# **Division Careers**

Officer £4,239 to £4,545

plus auppiementa to a maximum of \$520.

Cumbris County Council Invites applications to it shove post for man and women with a degree, defeat in Cereere Guidence or equivalent qualifications in Cereere Guidence or equiverent qualifications.

Applicente ahould preferably have completed sours of professional training for the Cereers Service. Relevant experience in the Cereere Service assemble Mein duties of the post are to co-ordinate and deadly the Service in the South Division of the County.

Further particulars and application form, returning 22 Anguet, from the Director of Education, 5 Philips Square, Carillata.

#### THE NATIONAL COMMITTEE FOR AUDIO VISUAL AIDS IN EDUCATION

hee vacencies for two eanlor positions starting is

#### 1. Assistant Secretary

to the National Committae A taecher, preterably experienced, with some secretaria skills le required. Knowledge of AV/educational દર્શન nology en edvantege.

#### 2. Secretary/Assistant Registrar to the Training Department of the National

Commiliee A secretary with lirst class typing and administrative ebility is required. Knowledge of the aducation system/industrial training an edvantage.

Starting ealeries in the range of: Post 1, £3,250-£1,503. Post 2, £3,000-£3,250. Soth commensurate with qualitycetions end experiance.

Further deteile from the Secretary, NCAVAE, 214 Belsite Road, London, N.W.O. Tel: 01-924 8512.

#### MULBERRY 國國國際國際管理管理管理 BUSH SCHOOL, STANDLAKE, OXON

a deduction of f411 for odard and according to the promises.

RESIDENTIAL SOCIAL WORKER [Child Caro]:
Applicants will proterobly be single, be quelified, and has some residential experience. Belory will be negotiable on Grass 4 N.J.C. (22,818 to 23,408), loss 6411 for emplumental, 6 webt annuel helidoy. Accommodallon is provided on or of the promises.

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# Bards of Lambeth and Sutton

Music and education



As well as giving private tutorials, Lyklerd atranges events to attract neople to the library. He organizes seasions where well-known authors con read their own works. He has booked for Auberon Weugh, Colin Wilson, Ted Hughes and Patricia Beer to visit the library this sunmer. He would also like to arrange some writers' workshops. custures. Asprough the aims of the lellowships are the same, they here defined different roles for themselves within their communities.

"I keep regular surgery times," said Aloxis Lykiard, "when I can discuss people's writing with them. I read about three nuvels e week and then either send them my comments—rether like a reader's notes



# Here, there, everywhere

High that of an endlessty face-nating (and experity stage-enanaged) overlag were Greated Winters on Might and the property stage-enanaged overlag were Greated Winters on Might and the property stage-enanaged overlag were Greated Winters on Might and the property of the Might of Brayeshire, Robin to any with school concerts the stage of the Billing is act what it was confident from the Carlibbean. Congretulation to Bird Markes, discrete of music, novel state of the Carlibbean in Congretulation to Bird Markes, which are controlled from the Carlibbean in Congretulation to Bird Markes, which were the confluence of the Stage bear of the Bird of the Stage bear of

# Confusion confounded

storting of a noint slightly chore the heads of mony of the pupils. Jane Steedmon remorks ha her conclusions that the approach of the series to the media presupposed "considerable intellectual feats on the part of the tenchers" and calla the references in the teachers' pourphier to Marx. Hegel and Fenerbarh, "both unhelpful and at worst princendous".

This falling to find the right level of discussion and exposition in the Visuppoint series pinpoints whom to soems to be a major flaw in much, of the current orthodoxy in teaching "film culture". This is perticularly applicable whan the avowed nian is to raise the level of media-causclousness and to awaken u healthy accepticism in working class students and it manifests itself soften as a form uf aebizophrenia in the attitude of those teaching or developing courses towords the taught. There seem to exist side by side m under-estimation of the "kids" ahility to spot o phoney or need and an over-estimation of the "kids" ahility to spot o phoney or need and an over-estimation of the billity to plug into the discussion of the media which is current, os Ms Stoedmon points out, "in united the fringe areas of the British Film instituta".

As she elso comments in her

As she elso comments in her introduction, television is a frequent focus of criticel comment and discussion among school students sud

nomic context and causing students constantly to question whot is put befare them—these are saif-cyldently vitel and important goals. But to do this in such a way and in such a to not the students and leave them without any positive suswers is to negato the value of the exercise.

And this, at the end of the day, was probably Jaue Steedman's strongest point against Viampoint. The sense of pessimism engendered by the scrices, of "ideological closure or circularity" made her feel that the production team wanted to stop people watching—or at least enjoy-

who the series was first that students used "a varied range of criteria Indicating considerable discrimination between news although inevitably they did not not include the production team was the charge of letting bias. The second, end is the programmes were the programmes did undoubtedly raise the programmes were the programmes did undoubtedly raise the programmes were the programmes did undoubtedly raise the leval of consciousness of the programmes by the Archbishop of Canterbury—"Ab, be just wanted to stop wetching to a stop with the structure revealed the production team wanted to attempt the production team wanted to a stop people watching—or at least enjoy ing—television, "an impression confirmed by the production team wanted to a stop people watching—or at least enjoy ing—television, "an impression confirmed by the production feators."

It is a series wor circularly "made her feel the that students used "a voried range of circularly "made her production team wanted to a stop people watching—or at least enjoy ing—television, "an impression confirmed by the production feators."

It is a series wor circularly "made her feel the that students used "a voried range of circularly "made her production feators."

It is a series to reduct to a supplied that the production team wanted to atop people watching—or at least enjoying—television," an impression confirmed by the producer/director in discussion." She confesses to hopsing thet this particular viewpoint might be met with the reaction of o member of 6A to a pro-

# Public and private

Leonard Quart reviews 'The Middle of the World'

The Middle of the World (Camden Ploza, NWI) is an unodorned and subtle film. Swiss director Alain Tanner (The Salamander), and regulor collaborator John Berger (Waya of Sceing, G) hove ottempled, by means af partraying a love affair bettreen o Swiss engineer cumpolities, Paul, and an Italian envisor wateress, Adriana, to enavoy something about the nature of sexual politics (and, on a more particular treats her like a loved portsection, harety being conscious of what she feels and who she is.

And Adriana Instinctively knows sexual politics (and, on a more pur-

Tonnet and Berger make films which eschese conventional narra. The strength of the film lies in tive end dramone tonsian. The lts finely wrought cheracterizations from of The Middle of the World (Paul is a faciful and graceful lover, Is 112 days in the unoventful lives and not the stereotyped bourgeois of the two principals: eross citting boor) and in its controlled, underof the two principals: cross cutting fram meetings of complacent mele politicions to brief images of Adriana ot work and osleep; finally, there are long, casual takes of Adriana and Paul quiatly walking and tolking. Most of the acenes are as muted as the Siviss pruvincial embicinee, and the film's decident is heightened by intercuts of datas, benutiful but culd symbolic landscapes evoking the change of seasons, and a earrator intoning about "e tin:) of normalization; when the Communist Perty meets with the Vetican and there is no hope for political change.

Paul is e conventional, ambitious technocrat—a gentleman who becomes deaply involved.

rechnocrat—a gentleman who becomes deeply involved with Adriano at the expense of his political career. Adriana is self-contained, sensual and alemental (a cheracterizetion which skirts but does not auccumb to romanticizatinn), a clear-eyed, resolute woman who, without being a conscious

tentous level, global politics).

Tonger and Berger make films

Aprilia instructively knows
that Penl will never change, and
that he has gone ee for as he can

Here, there, everywhere

Hithy Red.

The property of the prope

of the saries, and one is left in no dodbt obout the enthusiaem of the author for his subject, which, despite a school matery tone, happily communicates itself. The structure of the book, however, is rether leas engaging. Iosteed of blographicol end musical discussion forming seperote sections the two are here uncomfortably married. To blend the two into a continuous narrative is a technique which domonds great skill and care.

Ravel, By Roger Nichole.
Dent £3.95, 460 03146 5

The apporent, end largely fulfilled, alm of the Dent Mester Musiciane series is to provide a concise letroduction to the life and works of the great Western composers of use to the atudent, the musicion and the casually interasted. The tone, therefore, is ganorally that of a pre-liminary investigation comprehensiable to a degree by the uninitiated and ancouraging the curious to venture further by way of well-renstituted cetaloguee of works and liars of secondary snurces. Additionally, the books are subject to replacement or revision eccording to advances in contemporary scholership. Thus it is pleasant to uote the release in paparback of revised or replaced brooks on Bizet (Winton Dean).

the conunon alternative to the topic C. Mr Nichols expresses wonder at Ravel'e use of the mediant as a likely tonol eree. Howaver, the book is well researched and accurate, though perhaps Mr Nichols's interpretation of biographicel featuree is a trifle neive and thread bara; why con't an errist cediere, fin exemple, and are we really to bolleve that Revel was asomel and, aside front mother-hankering, never loved?

### Out of the mainstream Erik Levi on twentieth-century music

children's programment and referent thes include music and referent these include music and book shop resociated music and book shop resociated music and book shop resociated music centre Festival 1977, claimed to be the litst of kind to be given in London, which is groupe and performers whose suggestions are port has helped to make the Gentral a cuccess. Festival director in the contral and a sories of its contral and Strauss at Clyndebourne

Working his way through the remedies of Richord Strauss, and with Ariodno, Conriccio and Internacy olicity of the strains of heling left hreathless. John Chx has now receded Dieschmenischer Freu. This free follows the showed diest he enthalistic of the strains of heling left hreathless. John Chx has now receded Dieschmenischer Freu. This free follows the first of the strains of the s

# ose boring school visits

Medea. production of

for export, museums cannot rompete, churches sell plate 10 build of thingraphical work to teach Asien and West Indian pupila about their social centres, sychistis, and design own cultures? but asks. He hopes their whints, design and display staff are at longarhaeds with traditional scholars.

The euther is unenthusiance about sclantific and rechnological advance. So it can form reasoned by indignants ood infinence its rapreschool visits by bored, tellusted pupils, though button pressing and hondling activities are popular; he hondling activities are popular; he regrets links close only with junior with palming and drewings by valerie Goosvenor Myor square. At the moment there is a loved?

Mini Worlds of Islam

Festival of Arab Children'e Art good place to find a out-of-the-wey santatives accordingly. Would that it were so; the hurly-bunly of Trafelger Square. At the moment there is a 20.

are interesting programmes on offer weeks. Details from the Official from Cambridge Madeval Players, Manchester Umbrelle Theatra Combungh Elil 18W; 031-226 4001. pany, University College London, Fringe Information Desk: 031-226 Oxford Theatre Group end Bretton 5257. Edinburgh Tourist Accommodation Bureou: 1 Cockburn Street, There are fewer schoole in evi. Edinburgh Elil 18R; 031-226 6591.